

GUIDLINES TO DEVELOPMENT OF HUMANISTIC CHARACTERISTICS
OF EDUCATIONAL
MANAGEMENT IN PEKING UNIVERSITY

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A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration


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Thesis Title Guidelines to Development of Humanistic Characteristics of Educational Management in Peking University

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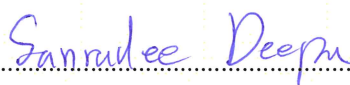

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ABSTRACT

The objectives of this research were: (1) To study the current situation of improving the level of humanistic management and educational management at Peking University. (2) To develop guidelines to enhance the level of humanistic and educational management at Peking University. (3) To evaluate the adaptability and feasibility of the guidelines for improving the level of humanistic management and educational management at Peking University. The sample group of this research was 125 teachers from Peking University. The research instruments include: (1) questionnaire. (2) Evaluation form. The data analysis adopts percentage, mean, standard deviation, and content analysis.

The results of this study are as follows: the current situation of humanistic management and educational management at Peking University is at a high level; there are a total of 45 guiding opinions on improving the level of humanistic management and educational management at Peking University, including 5 articles for people-oriented management, 5 articles for human nature management, 5 articles for students main, 5 articles for student needs, 5 articles for high performance, 5 articles for school effectiveness, 5 articles for school quality management, 5 articles for scientific management, and 5 articles for interpersonal relationship theory; and the guidelines for improving the level of humanistic management and educational management at Peking University are at a high level of adaptability and feasibility in nine aspects.

Keywords: Humanistic management, Education management, Peking University

ชื่อเรื่อง	แนวทางการพัฒนาการจัดการศึกษาคุณลักษณะทางมนุษยนิยมในมหาวิทยาลัยปักกิ่ง
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ปีการศึกษา	2566

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันระดับการพัฒนาการจัดการศึกษาคุณลักษณะทางมนุษยนิยมในมหาวิทยาลัยปักกิ่ง 2) เพื่อพัฒนาแนวทางการพัฒนาการจัดการศึกษาคุณลักษณะทางมนุษยนิยมในมหาวิทยาลัยปักกิ่ง และ 3) เพื่อประเมินแนวทางการพัฒนาการจัดการศึกษาคุณลักษณะทางมนุษยนิยมในมหาวิทยาลัยปักกิ่ง กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูผู้สอนในมหาวิทยาลัยปักกิ่ง รวมทั้งสิ้น 125 คน ผู้ให้สัมภาษณ์เป็นครู จำนวน 10 คน และผู้เชี่ยวชาญประเมินแนวทางจากมหาวิทยาลัยปักกิ่งจำนวน 10 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์ และแบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เชิงเนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันระดับทางการพัฒนาการจัดการศึกษาคุณลักษณะทางมนุษยนิยมในมหาวิทยาลัยปักกิ่งโดยรวมอยู่ในระดับสูง 2) ทางการพัฒนาการจัดการศึกษาคุณลักษณะทางมนุษยนิยมในมหาวิทยาลัยปักกิ่ง ทั้ง 9 ด้าน รวม 45 แนวทางประกอบด้วย ด้านการจัดการที่มุ่งเน้นคน 5 แนวทาง ด้านการจัดการธรรมชาติของมนุษย์ 5 แนวทาง ด้านผู้เรียน 5 แนวทาง ด้านความต้องการของผู้เรียน 5 แนวทาง ด้านประสิทธิภาพสูง 5 แนวทาง ด้านประสิทธิผลของสถานศึกษา 5 แนวทาง ด้านการจัดการคุณภาพของสถานศึกษา 5 แนวทาง ด้านการบริหารจัดการทางวิทยาศาสตร์ 5 แนวทาง และด้านทฤษฎีความสัมพันธ์ระหว่างบุคคล 5 แนวทาง และ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการจัดการศึกษาเชิงอุดมการณ์และการจัดการทางการเมืองของวิทยาลัยวิทยาศาสตร์และเทคโนโลยีแห่งอนาคต ทั้ง 4 ด้านอยู่ในระดับมากที่สุด

คำสำคัญ: คุณลักษณะทางมนุษยนิยม, การจัดการศึกษา, มหาวิทยาลัยปักกิ่ง

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In the blink of an eye, it has been three years since I started pursuing my doctoral degree. In the past three years, I have had the privilege of meeting a group of like-minded classmates and knowledgeable teachers. From the time I started studying abroad during my master's degree, I have officially entered the field of scientific research under the guidance of several mentors for over five years.

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It is undeniable that I have experienced confusion, grievances, and even dissatisfaction with my master's supervisor regarding this experience that did not seem beautiful at the time. However, my subsequent experiences have made me understand that many painful memories of the past will give you extremely rich rewards at certain moments in the future. This has greatly benefited me in my doctoral studies, completing research and writing for my doctoral thesis, and even conducting scientific research and academic writing in other fields.

I believe that some things, even if experienced, may not necessarily make people immediately understand, but there are always experiences that are unforgettable, and there are always people who deeply influence our life philosophy, value orientation, and behavioral choices. They may often give us a wonderful feeling of sudden enlightenment and forgetting both things and ourselves at a certain moment in the distant or not distant future.

I am filled with anticipation for the unknown future after my doctoral degree. I have always hoped to bravely cross the steep canyons of life with the calmest posture. Of course, this cannot be achieved without the companionship and care of family, friends, and teachers. At this special moment, I sincerely thank you all from the bottom of my heart! May we all create a beautiful future!

Lingxiao Lu

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Chapter 1

Introduction

Rationale

The history of educational management as a discipline is very short. The researchers point out that it was only in the post-World War II historical period that educational management began to show signs of developing into a distinct profession with its own system worldwide. In the early decades of the twentieth century, many scholars and researchers in the United States have taken the lead in making a lot of exploratory basic work in order to build educational management into a science. In the following decades, the 1970s and 1980s were a turbulent period of educational management specialization. During this period, educational management as an independent discipline formally began to appear in China.

What we need to note in particular is that educational management, as a professional discipline of management, emerged in China only a few decades ago. However, educational management itself is a natural social phenomenon, which naturally exists in a certain social environment. Various factors in the social environment play a dual role of stimulating or restricting the existence and development of education.

Therefore, researchers point out that the essence of educational management is to study what methods can activate the motivating factors and change the restricting factors in education under what social conditions. (Chen, P2) Therefore, if we from the sense of the development of education management, can say in human form groups, and follow a certain rule for production and life, and this trend will be continuing in the process of inheritance and improvement, education management has already appeared in the life of human society objective and persistent.

The object of this study is Peking University, the first comprehensive higher education university in the sense of modernization since modern times in China. Peking University, founded in 1898, is the oldest institution of higher learning in China

Peking University was originally known as Jingshi Daxuetang, and was

renamed National Peking University in 1912. The researchers chose Peking University as the research object, mainly because the researchers have been studying and living in Beijing university for about four years, for the education of the university of Beijing cultural tradition, the unique way of education management and method, and presented in the education management of Beijing university a deeper understanding of the unique cultural characteristics and feelings. The unique charm of Peking University and the personal experience of researchers make me very interested in exploring and researching. (Peking University, 2018)

The research variables identified in this study include two aspects: humanistic management and education management. As the independent variable of this study, humanistic management specifically includes four variables: people-oriented management: people-oriented management is the core factor of the whole educational management activities, and all behavior systems and plans in the process of educational management must reflect the people-oriented guiding role. Human nature management: as an organized activity, educational management needs to analyze problems from the perspective of human nature and manage according to the basic conditions of human nature, which is also a relatively universal and widely applicable management mode. Students main: students are the core subject of the whole process of educational management activities. The students main humanistic management mode is to closely combine the management of personnel, events and goods, and to take the management of personnel as the center is to take the management of students as the center. In educational management activities, students should be cared for, respected and satisfied with their reasonable needs. Student needs: From this point of view, humanistic management is to take the overall development of students as the goal of school development, and realize the common development of students and organizations through the management mode that conforms to the reality of student development and meets the realistic needs of students.

In addition, as the dependent variable of this study, educational management specifically includes five variables: High Performance: The theory holds that the key to effective leadership in educational management activities is

empowerment and close contact with staff through loose management to achieve the expected goals. School effectiveness: that is, the appropriateness of the school's choice of goals and the degree of the realization of school functions. School quality management: based on strengthening the quality awareness of faculty and staff, using scientific means and methods to design, implement, check and analyze the work process and results of the school, so as to achieve a higher level of achievement. Scientific management: the use of scientific analysis and methods, through a rigorous system of supervision, guidance and incentive, to ensure that employees in accordance with the specified standards and procedures to complete the work. Interpersonal relationship theory: Management theory that studies the effect of human initiative on improving labor productivity.

Finally, this study will make a specific study of the humanistic management mode and educational management mode of Peking University.

Research Questions

1. What is the current situation of humanistic management and educational management at Peking University?
2. How to improve the level of humanistic management and educational management at Peking University according to the guidelines?
3. How to determine the adaptability and feasibility of guidelines based on the conclusions of expert evaluations?

Research Objectives

1. To study the current situation of improving the level of humanistic management and educational management at Peking University.
2. To develop guidelines to enhance the level of humanistic and educational management at Peking University.
3. To evaluate the adaptability and feasibility of the guidelines for improving the level of humanistic management and educational management at Peking University.

Scope of the Research

Population and the Sample Group

Population: Peking University education management System currently has 180 faculty members.

The Sample group: According to the Yamane's formula of this study, 125 of the 180 faculty members of Peking University education Management System were selected as research samples. The sampling method specified in this study is simple random sampling.

The variable

Independent variable: The independent variable of this study was to humanistic management. humanistic management is in the process of management, adhere to the people-oriented guiding ideology, people-centered, meet the reasonable requirements of people, inspire people's potential, arouses people's initiative, enthusiasm and creativity, to realize the coordinated development of man's all-round development and organization of the floorboard of the management theory and management practice. 1. people-oriented management; 2. Human nature management; 3. Students main; 4. Student needs.

Dependent variable: The dependent variable of this study is educational management, which is generally defined as the process of achieving school goals effectively and efficiently through cooperation with and through the cooperation of others. 1. High Performance; 2. School effectiveness; 3. School Quality management; 4. Scientific management; 5. Interpersonal relationship theory.

Advantages

1. The research results can be used as guidance for colleges and universities to optimize their own educational management mode.

2. By studying the management mode of education and the influence of the relationship between construction of management science, to be able to make better understanding of institutions of higher learning to the key role in the process of humanistic management in the education management practice and significance,

and cause of institutions of higher learning management's emphasis on humanism and human nature management mode, and within the institutions of higher learning to build the harmonious interpersonal relationship and the humanities environment, Finally optimize and improve the status quo of higher education school education management.

3. This study can provide reference for other institutions of higher learning of the same type and scale.

Definition of Terms

Humanistic management refers to the process of management activities, adhere to the people-oriented guiding ideology, people-centered, meet the reasonable requirements of people, inspire people's potential, arouses people's initiative, enthusiasm and creativity, to realize the coordinated development of man's all-round development and organization of the floorboard of the management theory and management practice.

People-oriented Management refers to also known as "3P management", namely, of the people (organization is people), by the people (organization depends on people), for the people (organization is people). According to this theory, an organization is composed of people, and people are the most important resources of an organization. An organization will not exist if there is no one in it. The subject of organizational management is all the employees of the organization, and the organization must rely on the wisdom and strength of all the employees. The organization exists to meet the needs of people.

Human nature management refers to human nature management is a relatively common management mode in any organized activities of human society, which considers problems from the perspective of human nature, takes human nature as the center and manages according to the basic conditions of human nature.

Students main refers to humanistic management is to closely combine the management of people, things and things, so as to take the management of people as the center, that is, to take the management of students as the core subject in the

process of people-oriented management activities. We should focus on the management of students, pay attention to people, respect people, meet people's reasonable needs, and mobilize people's enthusiasm.

Student needs refers to humanistic management takes the overall development of students as one of the important goals of organizational development, and achieves the common development of people and organizations, namely students and universities, through management that conforms to human nature and gathers the joint efforts of students and students' needs.

Educational management refers to generally defined as the process of achieving school goals effectively and efficiently in cooperation with and through the cooperation of others.

High Performance refers to empower staff to make their own decisions through decentralization. It de-emphasizes top-down hierarchies and detailed operational processes. High performance theory holds that the key to effective leadership is to achieve desired goals through loose management and close contact with staff.

School effectiveness refers to the characteristic and effective function of the school to make rational use of educational resources, achieve educational goals, and constantly meet the requirements of other aspects in the system, so that the school, its members and the society can get the corresponding development.

School quality management refers to strengthening the quality awareness of the staff, the use of scientific means and methods, the school work process and results of the design, implementation, inspection and analysis, in order to achieve a higher level of performance activities.

Scientific management the essence of scientific management refers to use scientific methods to determine the best way to do a job. Taylor proposed four principles for scientific management: First, the best management method based on observation and analysis should be replaced by the method of intuition and experience in organizational work, so as to obtain the best input-output ratio; The second is to scientifically select the best candidate for a job, and give them a comprehensive training on the tasks and procedures they should perform; Third,

through supervision, strict guidance and incentive system, to ensure that employees according to the specified standards and procedures to complete the work; The fourth is to distinguish the work of managers and staff, so that managers assume the responsibility of planning, preparation and supervision. The above four principles together constitute the basic concept and definition of scientific management.

Interpersonal relationship theory refers to the starting point of Interpersonal relationship theory is that human beings are social beings, that is, members of complex social systems, rather than mechanical animals. Therefore, human behavior is not only affected by physical and physiological factors, but also by social and psychological factors. According to the theory, the change of physical conditions such as working conditions and wages is not the first factor affecting production efficiency. The level of production efficiency mainly depends on the morale of employees, which in turn comes from the harmonious relationship between people. When employees realize that they are important and thus have a sense of belonging, this sense encourages employees' sense of wholeness, their sense of making a difference and their sense of getting things done. This is something that employees didn't get in their previous jobs, and it's this human factor that leads to productivity gains. The agreeableness and sense of security accepted by the group play a more important role than the incentive salary in determining the work efficiency of employees.

Research Framework

The following are the variables in this study: are: 1) humanistic management (Duan Weilong, 2013), and 2) education management (Thomas, 2014).

The variables in two study, there are two variables: 1) Humanistic management consisted of people-oriented management, human nature management, students main, student needs, and 2) Education management which consisted of high performance, school effectiveness, school quality management, scientific management, interpersonal relationship theory.

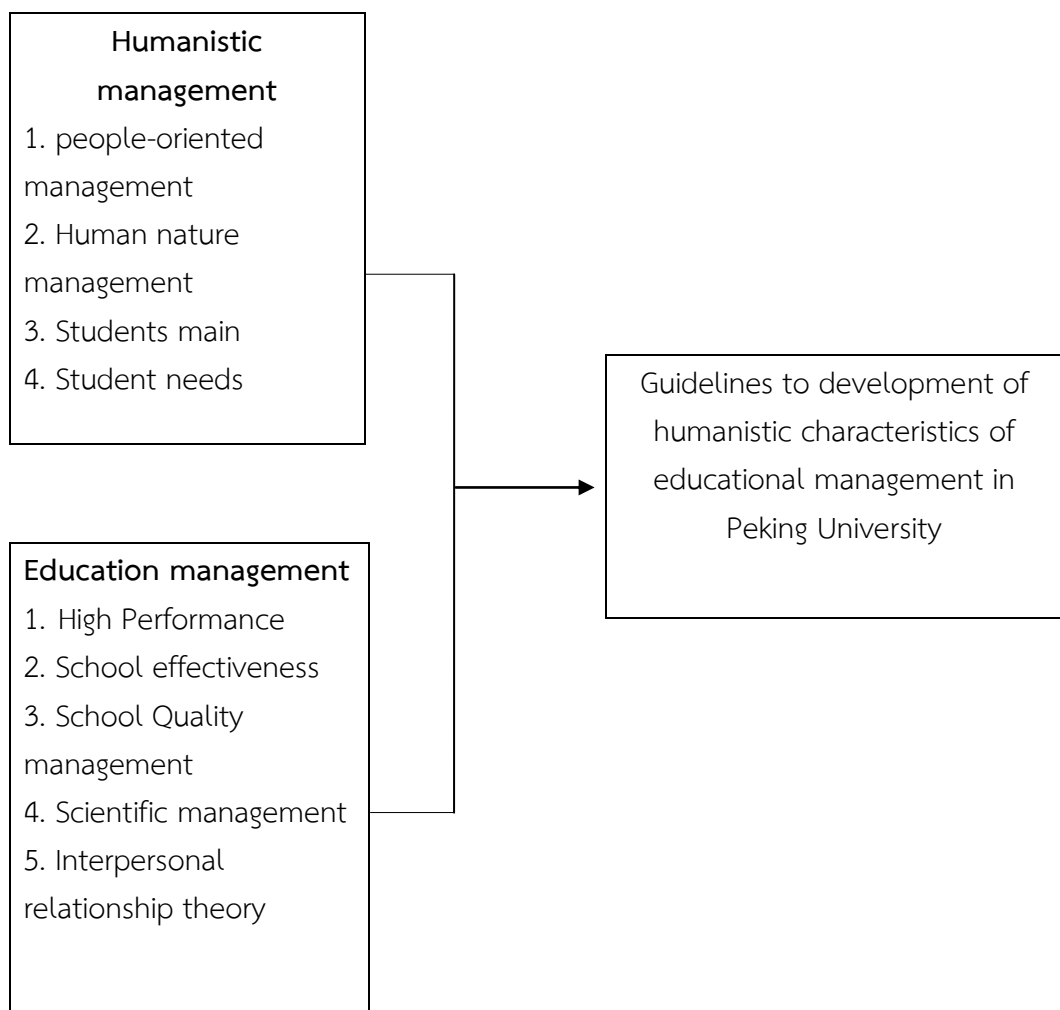


Figure 1.1 Research framework

Chapter 2

Literature Review

This chapter defines the related concepts of humanistic management and educational management, and gives a detailed overview of the relevant theories and researches of humanistic management and educational management. Display according to the following headings:

1. Relate Theories: Humanistic Management
2. Relate Theories: Education Management
3. University Profile
4. Related Studies

Humanistic Management

The concept of humanistic management: For many years, there have been divergent opinions on the concept of management. Experts, scholars, and business managers from China and around the world have provided various interpretations from different research perspectives. At the same time, due to the fact that humanistic management is a branch of management and is influenced by the constantly changing concepts of management, its extension and connotation have always been in a state of continuous improvement and enrichment with the continuous development of society. As mentioned above, since the concept of humanistic management is further derived from the concept of management, researchers first need to provide necessary explanations and explanations for the concept of "management", and then further explain the concept of "humanistic management" on this basis.

From the current research situation worldwide, apart from the Asian region, even countries such as the United States, Japan, and Europe have put forward various opinions on the meaning of management. For example, "management is an activity carried out by one or more people to coordinate the activities of others in order to receive effects that cannot be achieved by individual activities alone, From

this perspective, researchers believe that the essence of management was initially recognized by scholars as a method and process of achieving goals through coordination, organization, and integration of resources, as well as the integration of individual abilities. In addition, some scholars define management as the process of planning, organizing, controlling, and other activities; Some scholars believe that "management is the planning, organization, and control of the work of an organization or group of people"; Other scholars believe that 'management can be seen as certain functions to effectively acquire, allocate, and utilize human efforts and material resources to achieve a certain goal'. Some scholars have made the meaning of management more concise and clear: "Management is the process of completing work through others." (Duan Weilong, 2013)

Since the 20th century, various representative definitions have explained the meaning of management or the attributes of management in a certain aspect from different directions and perspectives. The concept of management can be roughly divided into five representative definitions based on the phenomenon of management: (1) American scholar Frederick Taylor believes that "management is precisely knowing what others are supposed to do and paying attention to using the most convenient and economical methods to do it. (2) French scholar Henri Fayol believes that "management is the planning, organization, command, coordination, and control activity of all human organizations; this means that management is the planning, organization, command, coordination, and control activity. (3) American scholar Harold Kontz's "Management Process Theory" believes that "management work is an art, the process of completing work through or with others in an organization." It is worth mentioning that Harold Kontz's theory is actually developed on the basis of the general management theory proposed by the famous French management practitioner Henry Fayol. This theory divides the functions of management into five types, namely planning, organization, personnel, command, and control. General management theory emphasizes coordination as the essence of management. (4) Peter Drucker, a renowned management master, American scholar, and management practitioner, proposed the "Management Behavior Science Theory", which states that management is a practice, and its essence lies not in "knowing"

but in "taking action"; Its validation lies not in logic, but in results; Its only authority is achievement. (5) The "Management Decision Theory" proposed by American scholar Herbert Simon believes that management is decision-making. Researchers believe that Simon's explanation may imply that management has the meaning of control and governance, that is, in a certain work or task, managers use their own wisdom and practical experience to achieve the expected goals of the organization by coordinating interpersonal relationships.

The author personally believes that based on the above discussion, we will further focus on the basic characteristics of management. It is worth noting that although we are currently discussing the concept and basic characteristics of management, in the above statement and analysis of concepts, we have found that the concept and practice of management always carry out with a fixed core, which is people. Therefore, in a sense, we can believe that the specific discussion surrounding the concept of management above is actually discussing the concept of "people-oriented management". No person or thing can separate the core element of "people" from management practice, so the factor of "people-oriented management" is naturally contained in the connotation of management.

Specifically, the principle of humanistic management theory is that humanistic management theory is first and foremost based on "people". The principle of humanistic management theory is that in order for managers to achieve organizational goals, all management activities must be people-centered. Therefore, "people-oriented" was set as the first independent variable in this study, precisely because it holds a very important position. The principle of humanistic management theory reflects the fundamental management philosophy of putting people first. This theory emphasizes that "people" are the most important and decisive factor in management, and are the ultimate goal of management activities. People are the primary management object of an organization, and the management of people goes beyond the management of goods and money. The importance of managing people is self-evident. When managing people, managers are required to be knowledgeable and capable of mobilizing various positive factors to help talents develop and utilize their creativity and potential, fully realizing personal and organizational values, as well as human social values.

From the perspective of human nature, in order to develop human potential, wisdom, and physical abilities, and ultimately realize human self-worth, we need to think and make decisions from the following four aspects: (1) Understanding people and understanding them: Only by first clarifying the specific needs of people can we truly care about them, meet their needs, and achieve development. (2) Respecting and trusting people: People are the main body of an organization and one of the subjects of management. Respecting and trusting people is the only way to obtain the support and obedience of the managed. (3) Relying on people and serving them. This means that the key to effective management by managers lies in the active participation and positive management interaction of the managed. If the management behavior of managers is separated from the participation of the managed, then all management behaviors will not achieve the expected results, or even achieve any results. For the sake of people "refers to a management activity whose core meaning is to serve" people "and to conduct a management behavior in order for" people "to receive normal survival and good development services. (4) Motivate and develop people. The core of management is to achieve the most perfect development of human nature, mobilize people's enthusiasm through effective incentives, and promote comprehensive human development. The specific explanation of the above theories supports the formation of three independent variables in this study, namely "human nature management", "students main", and "student needs".

Established in 2013 by Duan Weilong humanistic management mode and related concept is the independent variable of this study, the researchers after a large number of social experiment concluded that the main factors that influence the effect of education management practice is humanistic management model, including five aspects, namely the humanistic management contains five variable characteristics, they are: People-oriented management, human nature management, students main, student needs, build harmonious interpersonal relationships. According to the related ideas of humanistic management mode, humanistic management contains five factors, and colleges and universities can influence the change of educational management results by adjusting these four factors.

These four variables specifically include:

1. People-oriented management: students are the most important component of a university and the most important resource of a university. The success of educational management in colleges and universities must closely depend on the existence and contribution of students. The educational management in colleges and universities exists to meet the actual needs of students, so students are the fundamental object of educational management and service.

As is well known, the 21st century is an era of globalization, knowledge, and information technology. Faced with increasingly rapid natural and social changes, people must re-understand the relationship between humans and society, between humans and the world, and between humans themselves. Therefore, various human organizations, including in the field of education, must face this new change, and the decision-making and implementation of education management will inevitably adapt to this new change and adjust strategies to achieve the fundamental goal of better serving "people". The evolution of management theory created by humans and the development of society are based on the premise of deepening the understanding of human nature. From a philosophical perspective, the highest goal of conducting philosophical research is to "understand oneself", which means valuing and exploring human beings themselves.

American scholar William G. Duchi analyzed the different cultural backgrounds, values, and management models between the United States and Japan. He focused on analyzing the actual needs of "people" from external environments such as social and cultural factors that affect them. Based on the hypothesis of "social people" with backgrounds of "cultural people" and "self-actualizing people", William G. Duchi further proposed the Z theory, which believes that: 1. The long-term employment of employees by organizations provides professional security for employees, which is conducive to cultivating their loyalty to the organization and making them more belonging to the organization. The author believes that effective occupational security, employee loyalty, and sense of belonging are key factors that unite educational organizations, and are one of the most important reasons for promoting the quality and efficiency of educational

management. 2. On the basis of establishing the concept of "people-oriented", a participatory management approach is adopted to enable faculty and some students to participate in the governance of the university, while also allowing both teachers and students to participate in decision-making. 3. Emphasize equal relationships among all members of the organization and maintain harmonious interpersonal relationships. 4. The Z-theory emphasizes that educational managers should strive to work hard to meet the practical needs of teachers and students, thereby enabling them to complete their work or study smoothly and happily. 5. Education managers need to frequently provide various learning and training for teachers and students, and change job positions, in order to enable members of educational organizations to master various professional knowledge and skills. 6. Organizational members cannot rigidly respond to the work tasks assigned by education managers, and need to further motivate organizational members to fully unleash their personal creativity in their work.

2. Human nature management: the service subject of educational management is human. In any organized activities of human society, it is necessary to follow the basic laws of human nature to manage. Following the principles of humanistic management in educational management can enhance students' sense of identity and cohesion towards universities and administrators.

The most important relationship in educational management is the management of individuals, and the fundamental purpose of educational management is to promote the improvement and harmonious development of individuals. People have social attributes, so the actual needs of society determine the objective requirements for people, as well as the development direction of educational management and the specific requirements for implementing which management measures. The industrialization era has provided a solid material foundation for modern education management, but at the same time, it has also caused modern education management to fall into a dilemma: the thinking mode and institutional foundation of the industrialization era have gradually evolved into an institutionalized, procedural, and technological process. Under the guidance of excessive quantification, the concern for human nature and the essence of life has

gradually been ignored by education managers. In the absence of perfect humanized management, students and education managers are gradually controlled by utilitarian ideas. In this context, due to the loss of the essence of human nature and the indifference of educational managers to the role of human nature, the results of educational management gradually lose their individuality and personality. It must be pointed out that in the era of rationalization, digitization, and efficiency first, ideal thinking is regarded as the essence of human beings and the essence of educational management.

By paying specific attention to modern educational institutions, including universities, it can be found that modern educational institutions have adopted standardized management models of industrial society in terms of content and methods, and even include aesthetic and value systems. In this way, the status of human nature is greatly weakened in educational management theory and practice.

3. Students main: as the service subject and managed of education management, students are the core subject in the whole process of education management. Clearly taking students as the main object of educational management activities can enhance students' sense of existence and improve the effectiveness of educational management.

It is worth noting that regarding students as the main body of educational management activities has been widely valued since modern times. Since the second half of the 18th century, with the development of the democratization movement in education, educational management theory has absorbed the essence of theory from interpersonal relationship theory and applied it to educational management practice. The relevant theories proposed by scholar John Dewey (J.) are based on the philosophy of democratic education, emphasizing that educational management needs to respect the different personalities of students and treat them as the subject of educational management. Dewey believes that the main manifestation of educational change is the shift of focus in educational activities. He uses Copernicus's "heliocentric theory" to describe this educational change, where the educated become the center of the new era, and all aspects of educational management need to be carried out specifically around the educated. Influenced by the theory of

interpersonal relationships and the trend of educational democratization, equal democratic relationships have been formed between teachers and students, as well as between managers and managed individuals in educational organizations. Dewey believes that the principle of democratization is the process of treating students as the main body of educational management. The specific implementation of this theory requires teachers to be able to directly elect representatives from students in a regular and organic manner, and require these student representatives to participate in the management objectives, methods, and content of their school.

4. Student needs: taking the actual demand and development of students as the main service consciousness of education management can consolidate the pertinence of education managers' work, enhance the fit with the actual demand of students, and improve the practical sense of gain of students.

It is worth mentioning that education managers have always claimed that their mission is to work wholeheartedly for the needs of students (and teachers). However, after extensive reading of relevant literature and conducting practical visits to many universities to understand the situation, the author believes that education managers are not optimistic about the importance and satisfaction level of students' practical needs. Sociologist Max Weber attributed the emergence and development of modern society to social rationalization, and he also attributed the reason for social rationalization to the rationalization of human worldviews. According to this theory, the essence of social modernization is the infiltration of technological rationalism into power, which means that operations, including technological development, economic production, scientific research, institutional construction, institutional organization, educational management, etc., are carried out entirely in accordance with ideal principles. In order to better illustrate the difference between the objective situation of students' needs and the actual situation of educational management activities meeting students' needs, we will introduce the theory of "McDonald's style" for specific elaboration.

American sociologist George Ritzel published a research article in 1966 titled "McDonald's ization of Society: A Study of the Changing Characteristics of Contemporary Social Life", which analyzed "McDonald's ization" as a typical social

and economic movement with universal significance. George Ritzl believes that McDonald's business model typically reflects the rationalization process of modern society. McDonald's style commercial institutions are not created by chance, but rather a product of the pursuit of rationality in modern society. The reason for the success of the McDonald's model worldwide is that it provides efficiency, computability, predictability, and controllability for consumers, workers, managers, and others. Jaspers believed in "The Mental State of the Times" that "technology and machines compel all things and all people to serve it. It eliminates anything it cannot accommodate, and" people "seem to be about to be eliminated by it, becoming a pure means of achieving a certain goal, becoming something without a purpose or meaning.

From the above discussion, it can be seen that the modern educational management behavior of information technology cannot avoid being influenced by the "McDonald's model". This means that the needs of students do not match the content provided by real education institutions, and students cannot choose their actual needs from education managers. They can only passively choose from several services provided by education managers, regardless of whether there is something that students actually need, they must make a choice.

Along with the development of world economy and the in-depth exchanges in various fields including culture, for my wife this management how to further improve the education management field four influencing factors, and the enhancement of people's attention, and optimize the education management mode, to improve the effectiveness of education management has become the people facing the problem to be solved.

This study focuses on the educational management of Peking University, and studies the influencing factors of humanistic management model on educational management practice. The influencing factors are as follows: the humanistic management mode has positive correlation effect on the scientific construction of educational management.

Education Management

The concepts related to educational management defined by Thomas' analysis in 2014 are the dependent variables of this study. Thomas is a professor at Trinity University and received his master's and doctor's degrees from Columbia University and the University of Rochester. He has served as the dean of the Department of Education administration at the University of Illinois for a long time, and is on the editorial board of many educational management journals in the United States. Since the 21st century, Thomas has taken the American education system and school as the research object, and systematically discussed the education management from many aspects. According to Thomas, the essence of educational management is the process of achieving school goals effectively and efficiently in order to cooperate with and through the cooperation of others. (Thomas, 2014)

According to the systematic research of previous scholars and years of practical experience, researchers believe that educational management can be analyzed and discussed from five aspects. Namely, the six variables of educational management in this study have an important impact on the results of educational management. These five variables specifically include:

1. High Performance: The core of performance theory is to empower staff to make their own decisions through decentralization. It de-emphasizes top-down hierarchies and detailed operational processes. High performance theory holds that the key to effective leadership is to achieve desired goals through loose management and close contact with staff.

We must point out that the theory of high efficiency is the ultimate theoretical form of the evolution of the three educational management theories, and its emergence and practical application are a complex process. According to Professor Thomas' research findings, the theory of high efficiency comes from studying high-quality business organizations (Peters&Waterman, 1982) and schools (Sergiovanni, 1991) to obtain a more balanced view of school reform. This viewpoint is reflected in the management and organizational theory - the high performance theory. According to the author's investigation, it was found that the theory of high

efficiency is currently widely used in educational management practices around the world, and many relevant literature and theories related to educational management have been established based on this theory. As we pointed out at the beginning of this paragraph, the high-efficiency theory is the result of the evolution of three educational management theories, and the other two educational management theories are: pyramid theory and railroad theory. The theory of high efficiency is a progress compared to pyramid theory and orbit theory.

The pyramid theory assumes that the way universities improve is to have one person take on the responsibility of managing others through guidance, supervision, and inspection. However, with the development of social forms and the progress of science and technology, the number of people being supervised has significantly increased, and people's workplaces have undergone significant changes compared to before the Industrial Revolution. Therefore, the responsibility of education management must be delegated to others to ensure the effectiveness of education management. In this way, a hierarchical system of power comes from the highest level and is gradually decentralized through a hierarchical system. The highest level of this hierarchy establishes and implements a series of rules and regulations to ensure that the management personnel at all levels below them always maintain consistency in their thinking and actions with the highest level. In higher education institutions, pyramid theory provides guidelines and guidelines for planning, organizing, and directing teaching in educational management.

After the development and maturity of pyramid theory, orbit theory began to further emerge and be put into practice by educational managers. The track theory assumes that the school improvement approach is a standard workflow. This theory does not rely on direct supervision and hierarchical authorization for management, but rather spends a lot of time anticipating all possible problems and proposing answers and solutions. This process provides people with a trajectory from one goal or result to another. Once the track is determined, what is needed is to train people on how to follow up and establish a monitoring system to ensure the normal progress of the program. The author believes that if orbit theory is applied to the educational management practice of universities, it can create a transmission

system of educational information, and the goals and specific plans proposed by educational managers will be rigorously calculated and planned through orbit theory. Make judgments in teaching management, curriculum design, and the selection of specific teaching methods for internal personnel to make choices. In addition, the system created by track theory in educational management practice can supervise and evaluate teachers, test students, and ensure that teachers and students conduct teaching and learning activities in accordance with prescribed lesson plans and plans. Meanwhile, the author believes that orbital theory is not flawless. If educational managers and teachers overly rely on trajectory theory, their personal work skills may face degradation or difficulty in improving; At the same time, due to the influence of trajectory theory, a standardized process in the process of educational management activities will actually be formed. The adverse effects of standardized processes are pointed out in the explanation of the "students main" and "student needs" variables in this article.

After several years of implementing orbital theory, the theory of high performance began to be proposed and put into practice. As pointed out in the author's summary of the definition of high performance theory in the previous text, the difference between efficiency theory and pyramid theory and trajectory theory is that efficiency theory no longer emphasizes a top-down hierarchical system, nor does it emphasize the need for superiors to provide detailed explanations of the work processes of the managed individuals. The key to the theory of high performance lies in the fact that educational managers no longer rely on their own experience and fixed work systems to force decisions to be made by managers. Instead, educational managers delegate decision-making and execution power to faculty and students, who make their own decisions.

The theory of high efficiency suggests that universities should implement management and control by establishing relationships with teachers and students, without relying on fixed rules, regulations, and work models. The author believes that the theory of high performance is a theory that is easily accepted by managers and effectively coordinates and organizes staff through relaxed management methods to achieve the expected work goals of universities. When universities adopt

the theory of high performance as their educational management approach, they are prone to achieving measurable teaching and learning outcomes. Although this result has standardized properties, universities are able to independently regulate and control how to achieve established goals. From the author's practical life, due to the high intensity of mental labor involved in learning and teaching in higher education, each person's teaching and learning status is not entirely the same. Therefore, the theory of high efficiency can provide a satisfactory working mode for managers, teachers, and students. This work mode and learning approach that breaks away from fixed processes will enable managers, teachers, and students to complete their work in the best state and output.

2. School effectiveness: school effectiveness is the characteristic and effective function of the school to make rational use of educational resources, achieve educational goals, and constantly meet the requirements of other aspects in the system, so that the school, its members and the society can get the corresponding development.

A comprehensive examination of scholars' discourse reveals that the concept of school effectiveness originates from the concepts of efficiency and effectiveness in management studies. In early works on studying school effectiveness, researchers did not provide a specific definition of this concept and only regarded it as everyday language. School effectiveness, as a clearly proposed and widely used academic term in education management, began in the 1980s, when scholars began to pay widespread attention to the specific definition of school effectiveness.

Based on the discussion of different literature, we can define the concept of school effectiveness from two aspects: firstly, its essential definition; The second is its practical definition (operational definition). From the fundamental definition of school effectiveness, scholars have come to a relatively consistent conclusion: school effectiveness refers to the suitability of school selection goals and the degree to which school functions can be achieved. For example, Dutch scholar Scheerens believes that school effectiveness refers to the process by which a school achieves its educational goals. Chinese scholar Zheng Yanxiang believes that school effectiveness refers to the degree to which a school can perform its functions under

fixed inputs. School effectiveness is a comparison between the non monetary inputs or processes of a school (including, for example, textbook quantity, classroom organization, teacher professional training, teaching strategies, learning arrangements, etc.) and its output functions.

Dutch scholar Scheerens believes that school effectiveness research is based on finding or discovering school characteristics or other factors that have a positive impact on school output. Goldstein, a professor at the University of London in the UK, believes that research on school effectiveness is a description of educational research that explores differences within and between schools, with the main purpose of using appropriate models to obtain knowledge about the relationship between "explanatory" and "outcome" factors. The basic form of school effectiveness research requires selecting a result, such as students' exam scores, and then adjusting for some relevant factors such as students' entrance exam scores to study the average difference between schools. The question that scholars are generally interested in is to what extent the degree of differences between schools and other factors, such as students' social background, curriculum design, curriculum organization, etc., can explain these differences.

From the practical definition (operational definition) of school effectiveness, scholars' arguments are not consistent. Due to the complexity of the goals and functions of schools, and the differences in their own positioning, the concept of school effectiveness cannot be clearly defined and quantified like organizational goals. Most scholars provide a practical definition of school effectiveness as the role or contribution that school education plays to students' achievement and progress. Mortimore (1993) believes that school effectiveness is "the progress that a school can make for students, greater than the progress that students expect from their existing characteristics.

The author believes that this definition and criteria for assessing school effectiveness are excessively narrow. The indicators of school effectiveness cannot be specifically examined from the perspective of students alone, including the specific degree to which groups such as teachers, school leaders, and school staff jointly create school effectiveness. Therefore, our standards for evaluating school

effectiveness should be more comprehensive. In addition to the progress of students, we also need to conduct specific assessments from the perspectives of the school's goals, functions, social contributions, etc. Based on our needs, we need to redefine the indicators that can measure the effectiveness of the school's goals or the degree of functional achievement. This is a more comprehensive and systematic process.

3. School quality management: school quality management is based on strengthening the quality awareness of the staff, the use of scientific means and methods, the school work process and results of the design, implementation, inspection and analysis, in order to achieve a higher level of performance activities.

The author systematically examines scholars' definitions and discussions, and in summary, school quality management refers to the management of the quality of various school work, with the aim of effectively achieving the school's work goals. Therefore, the concept of school quality management mainly refers to the quality management of the work of school staff. The quality of school work refers to the characteristics that school members possess when their work processes and results meet the requirements for use. The quality, success, or failure of any work cannot be judged and evaluated by any individual at will. It should first have an objective and clear standard, and be evaluated by examining the results of practice. This means that those who evaluate the quality management of schools should make specific conclusions from those who are influenced by the results of this work. For example, teachers have sufficient preparation work before teaching, which leads to a high level of understanding among students during the teaching process and also stimulates their interest in learning. Based on the feedback from students, we can judge that the quality of lesson preparation by teachers is relatively high.

Through reading the literature, the author found that traditional school quality management refers to the quality evaluation and control of teaching outcomes obtained from teachers' teaching work. However, the author believes that simply examining the quality of teaching outcomes is not sufficient to fully reflect the entire process of school quality management. We will discover school quality management from two perspectives: the content and process of school work

quality. From the perspective of content, the quality of school work can be roughly divided into two parts: business work quality and management work quality. The quality of professional work includes the quality of teaching work, moral education work, and sports and health work, all of which can be regarded as the quality of education. However, school quality management is a behavior with a management nature, which is the quality obtained from the management activities of various school work, and it is the guarantee of educational quality.

From the perspective of the process of school quality management, we have reviewed literature and found that school quality management can be divided into standard quality, process quality, and result quality. Process quality and result quality can be collectively referred to as compliance quality, which means the degree of compliance with standard requirements. Standard quality is the quality that conceptualizes the quality standards for work processes and results. Establishing work quality standards is the beginning of monitoring the quality of school work. With standards, schools have guidelines for various work behaviors and standards for evaluating the quality of school work. The standards for school quality management generally come from notifications from superiors, for example, the quality standards for a course are the teaching syllabus issued by the state. Secondly, the standards for school quality management must be commonly recognized by most schools, which means that this standard is formed and determined by many school managers through multiple exchanges.

Scholars have pointed out that the key to school quality management lies in determining quality standards. The author believes that this quality standard is not fixed, it will constantly change with social changes. This means that we cannot use a certain concept to express the term 'school quality management', as the standards of school quality management always reflect constantly changing social concepts and new social requirements.

4. Scientific management: the essence of scientific management is to use scientific methods to determine the best way to do a job. Taylor proposed four principles for scientific management: First, the best management method based on observation and analysis should be replaced by the method of intuition and

experience in organizational work, so as to obtain the best input-output ratio; The second is to scientifically select the best candidate for a job, and give them a comprehensive training on the tasks and procedures they should perform; Third, through supervision, strict guidance and incentive system, to ensure that employees according to the specified standards and procedures to complete the work; The fourth is to distinguish the work of managers and staff, so that managers assume the responsibility of planning, preparation and supervision. The above four principles together constitute the basic concept and definition of scientific management.

In the late 19th century, the development of capitalist industry and commerce, as well as the advancement of science and technology, promoted the development of productive forces, and on the other hand, social contradictions gradually intensified. At this time, the capitalist world experienced a decline in labor productivity, and an economic crisis broke out in society. This realistic social background troubled many enterprise managers. In this social context, engineering and management personnel from many countries around the world are studying how to improve labor productivity within a single enterprise. Famous scholars among these researchers include American engineer Frederick W. Taylor, who has long lived in an individual group and is familiar with the thoughts and behaviors of workers. Therefore, Taylor summarized the research results of previous scholars and ultimately proposed a scientific management theory by observing, measuring, and experimenting with the labor process of workers. Taylor was very diligent and intelligent when he was young. During his time working in a factory, he conducted "iron block handling experiments", "shovel experiments", and "metal cutting experiments" in the field of management. These three experiments provided practical experience for Taylor to ultimately propose scientific management theory.

At the beginning of the 20th century, due to the development of productivity, higher requirements were placed on the quality of workers. Many capitalist countries implemented universal compulsory education, resulting in a rapid increase in the number of schools. At the same time, social organizations, individuals, and governments also greatly increased their investment in education. This huge investment has attracted the attention of the business community and government

departments to the quality and efficiency of education. They criticize many schools for only valuing quality but neglecting efficiency, and for the phenomenon of waste in management. They demand that school managers focus their work on improving efficiency, and at the same time demand that school management efficiency be the main indicator of evaluating and assessing school management level. Under enormous social pressure, education management personnel have to abandon traditional educational management concepts and practices, and turn to accepting the market principles, value standards, and corresponding management behaviors of the business industry. This means that regardless of whether educational administrators approve or not, Taylor's scientific management has become the main standard for testing school management.

During this period, there were two individuals who strongly supported the implementation of scientific management in schools, with significant influence. One of them was F. E. Spaulding, a superintendent in Newton, New Jersey, who proposed the concept of teaching costs. He believes that this is a key factor that needs to be controlled. The overall efficiency of the school organization is directly related to the work efficiency of the faculty, and the work efficiency of each faculty member is also related to the number of teaching tasks completed. The enrollment rate, pass rate, repeat rate, and turnover rate of students will all be included in the cost of education. School administrators assign teachers' work tasks by linking them with funding allocation and teaching costs. Spaulding allocates different educational funds based on the different educational benefits of each school, aiming to encourage schools with higher educational benefits.

Another influential person is F. Bobbitt, a lecturer at the University of Chicago in the United States. He believes that to improve the efficiency of school administrative work, the first step is to determine the ideal standards for the school's "products", that is, the standards for school graduates. Secondly, it is to regulate the production methods and procedures of the school; The third is that producers (teachers) must have qualifications and work standards. He pointed out that teachers must comply with the standards, methods, and textbooks developed by experts for a detailed teaching plan. This concept of efficiency, cost, and standardization has

had a significant impact on traditional education management, reflecting the impact of Taylor's scientific management theory on school education management.

The theory of scientific management has improved the theory of educational management, and the practical methods of scientific management have also promoted the progress of scientific research methods in educational management. According to literature, academic surveys began in the United States around 1910, gradually spreading from New York City to the entire United States. The survey on secondary and teacher education held in 1933 was the largest, with renowned scholars such as E.L. Thonidike and L. Ayres participating in the research work. Under the influence of scientific management concepts, they incorporated methods of educational statistics, education, and psychological measurement into school management. At the same time, they have included issues such as educational administrative organization, educational supervision, educational funds, school buildings and equipment in the research scope of scientific management in the field of education. The common feature of these studies is the application of modern educational science research methods to educational administration and school management, promoting standardization, quantification, procedural and efficient management work. This behavior has propelled school education management from traditional extensive management to scientific intensive management.

5. Interpersonal relationship theory: The starting point of Interpersonal relationship theory is that human beings are social beings, that is, members of complex social systems, rather than mechanical animals. Therefore, human behavior is not only affected by physical and physiological factors, but also by social and psychological factors. According to the theory, the change of physical conditions such as working conditions and wages is not the first factor affecting production efficiency. The level of production efficiency mainly depends on the morale of employees, which in turn comes from the harmonious relationship between people. When employees realize that they are important and thus have a sense of belonging, this sense encourages employees' sense of wholeness, their sense of making a difference and their sense of getting things done. This is something that employees

didn't get in their previous jobs, and it's this human factor that leads to productivity gains. The agreeableness and sense of security accepted by the group play a more important role than the incentive salary in determining the work efficiency of employees.

It is worth noting that the variable of interpersonal relationship theory is closely related to the later variable of behavioral science management. Interpersonal relationship theory is an important component of behavioral science management theory, that is, the predecessor of behavioral science management theory was interpersonal relationship theory, proposed by E. Mayo of Harvard University in the Hawthorne experiment.

At that time, the United States was in a period of economic crisis, and Taylor's scientific management theory was no longer able to meet the challenges brought about by the changes of the times. In this context, the American scientific community began organizing a group of experts to conduct experiments at the Hawthorne factory of Westinghouse Electric Company in 1924, with the aim of exploring how to improve labor productivity. The experiment was divided into two stages: 1924-1927 was the first stage; 1927-1932 was the second stage, and Mayo and other colleagues participated in the experiment. The purpose of the second stage experiment is to study the situation and specific degree of labor productivity of workers from the perspectives of physiological, economic, and social psychological factors.

The process of Hawthorne's experiment is as follows: firstly, various experiments are conducted on the impact of lighting changes in the workshop on production efficiency; The actual impact of changes in working hours and other working conditions (such as the degree of interval between breaks, scheduling of refreshments in the workplace, etc.) on production efficiency; Afterwards, Hawthorne and others began a factory wide conversation to understand the workers' work attitudes and thoughts and emotions. Finally, they conducted experiments and analyses on effective social organizations.

The author found that some scholars believe that the Hawthorne experiment overturned the scientific management school's idea of using money and

strict division of labor systems to improve labor productivity. The Hawthorne experiment emphasizes respect and communication for workers, and managers need to carefully listen to their opinions. Mayo wrote the book "The Human Nature of Industrial Civilization" based on the conclusions of Hawthorne's experiment, which laid the foundation for behavioral science by systematically discussing the theory of interpersonal relationships.

The author summarized the basic viewpoints of interpersonal relationship theory through reading literature. It is worth noting that these basic viewpoints of interpersonal relationship theory later formed the theoretical foundation of behavioral science management. Therefore, the author chose behavioral science management as the last dependent variable in this study, as there is a very close correlation between behavioral science management and interpersonal relationship theory.

This research is aimed at the development of humanistic characteristics in the educational management practice of Peking University. The research focuses on five influencing factors of educational management, including high Performance, school effectiveness, school quality management, scientific management, interpersonal relationship theory.

University Profile

Peking University (PKU) is the first modern comprehensive educational university in China. Founded in 1898, Peking University was located in Beijing, China. After the Revolution of 1911, it was renamed Peking University in 1912. In 1917, CAI Yuanpei, a famous educator, became the president of Peking University. He carried out a fruitful reform of Peking University by "following the principle of freedom of thought and adopting the doctrine of inclusiveness and inclusiveness", which promoted the emancipation of the mind and academic prosperity. Chen Duxiu, Li Dazhao, MAO Zedong, Lu Xun, Hu Shi and other outstanding talents all served or taught at Peking University.

After the Lugouqiao Incident in 1937, Peking University, Tsinghua University and Nankai University moved south to Changsha to form Changsha Temporary

University. Soon after, the temporary university moved to Kunming and was renamed National Southwest Associated University. After the victory of the War of Resistance against Japanese Aggression, Peking University reopened in October 1946 in Peiping.

After the founding of the People's Republic of China, colleges and universities across the country were readjusted in 1952, and Peking University became a comprehensive university focusing on the basic teaching and research of liberal arts and sciences, training a large number of talents for the country. According to incomplete statistics, Peking University boasts more than 400 academicians of the Chinese Academy of Sciences and Chinese Academy of Sciences among its alumni and faculty. Quite a number of influential figures in China's humanities and social sciences also come from Peking University. Since the reform and opening up, Peking University has entered a new period of unprecedented development and construction, and has become one of the two universities listed in the National "Project 211".

On May 4, 1998, on the occasion of the centennial of Peking University, Chinese President Jiang Zemin delivered a speech to celebrate the centennial of Peking University, calling for the establishment of several world-class universities in China in order to realize modernization. With the support of the state, Peking University duly launched the "Plan to Build a World-class University", which turned a new page in the history of Peking University.

In recent years, with the support of "Project 211" and "Project 985", Peking University has entered a new stage of historical development, and has made remarkable achievements in discipline construction, personnel training, faculty building, teaching and scientific research and other aspects, laying a solid foundation for building Peking University into a world-class university. Today, Peking University has become the cradle of high-quality and creative talents, the forefront of scientific research, an important base for knowledge innovation and an important bridge and window for international exchanges.

Major university leaders
Personnel Department and faculty work Department
Departments under the unified leadership of the personnel department
Ethics Construction Office
Office of the Faculty Ethics and Discipline Committee
Office of the Commission for Public Sector Reform
Faculty Development Office
Personnel deployment office
Faculty Management Office
Talent Work Office
Wages and Benefits Office
Social Security office
Development and Training Office
Postdoctoral Administration Office
Records management office
General Office

Figure 2.1 Organizational Structure of Peking University

Related Research

People-oriented management

Reflection on Humanistic Care in the Management of College Student Education (2023)

The humanistic management model was first applied in management practice by the enterprise management community. Since then, relevant personnel in the field of education management have noticed the changes in this management concept and gradually attempted to apply the humanistic management model to the field of education management. Chinese scholar Wang Diaojian pointed out in this article that China's economic and social development has entered a new era. In the field of education management, it is necessary for us to change the behavior mode that previously focused on money and goods. What we should pay more

attention to now is how to effectively improve the quality and effectiveness of college student training in the process of educational management.

In order to solve this practical problem, the author of the article believes that education managers in universities must break free from their previous thinking patterns and attempt to think from the perspective of how to promote student development. Effectively integrate the humanistic care of education managers into their educational management behaviors and practices towards students. The author points out that the practical methods should be based on the widespread popularization of the concept of humanistic care, and then carry out the people-oriented educational concept and practice.

The author specifically discussed how the people-oriented educational management ideology can be better reflected and applied to educational management practice activities. Based on the author's own experience and interview results with other university teachers, the author drew a conclusion that the people-oriented guiding ideology is the core ideology that embodies the people-oriented management model, and the people-oriented practical action is the experience of implementing the people-oriented management model. The author believes that the key to implementing the people-oriented strategy lies in the ideological understanding of education managers. At the same time, the author believes that if the university education management model can attach importance to and implement the people-oriented management model, the level of humanistic care for students will be greatly improved. At the same time, this approach also has a positive and positive impact on the scientific construction of education management.

The Integration and Infiltration of the "people-oriented" Concept in Higher Education Management (2023)

The author of the article, Xu Lihui, has studied the concept and specific implementation level of university education in China in recent years. The author believes that China is a rapidly developing country, and due to the requirements of the national development process, the demand for talent resources in Chinese society has never been higher. As an important base for delivering talent resources to

Chinese society, Chinese universities must pay attention to the educational management behavior of education managers and their educational management abilities while ensuring the quality of education and teaching. The author believes that this is very important for the quality of talent cultivation in China and for Chinese universities to continuously improve the quality of talent cultivation. The author points out that in modern Chinese university education, the continuous development of teaching concepts and technological changes supports the continuous progress of society. As our research focuses on educational concepts, we will not analyze or discuss the technological changes proposed by the author. In the opinion of the author of this article, the establishment of a "people-oriented" development concept and guiding ideology in Chinese universities is not only an inevitable requirement for the development of the new era, but also an inevitable choice for education managers in the current social environment. Integrating and infiltrating the people-oriented concept into the educational management practices of Chinese universities can not only meet the current development needs of Chinese society, but also greatly benefit the improvement of traditional Chinese educational management models and concepts. The quality of Chinese higher education will definitely be significantly improved by implementing the "people-oriented" management concept.

The author believes that implementing the people-oriented educational management concept in Chinese universities requires managers and faculty to first accept this concept, clarify the specific connotation and implementation methods of the people-oriented concept. At the same time, based on the characteristics of education management in China, the author proposes unique suggestions and methods, all of which are discussed around the core idea of "people-oriented".

Research on the Significance and Path of Integrating the Concept of Humanistic Care into Higher Education Management (2022)

The author of the article, Cai Yaduan, wrote this article in 2020. The author first believes that the implementation of the concept of humanistic care in universities is a concrete manifestation of the people-oriented strategy. The people-oriented strategy in the practice of university education management is a

concept that focuses on human thoughts, affirms human behavior, and recognizes human values and roles. The author believes that the concept of putting people first is specifically reflected in educational managers respecting people (respecting the managed) in their daily behavior and educational process, caring for people in learning and life situations, supporting people in difficulties and failures, and successfully stimulating the potential of the managed in various aspects such as learning, life, and interpersonal communication through the implementation of educational management behaviors, with the aim of achieving students' free and comprehensive development.

The author points out that implementing a people-oriented strategy not only conforms to the conceptual connotation of education management, but also incorporates the emphasis on "people" in university education management, which is conducive to improving the relationship between people and between employees and managers. The people-oriented concept creates a harmonious educational management environment for faculty and staff, and implementing the people-oriented strategy is very helpful in improving the effectiveness of educational management work; The strategy of putting people first is very helpful in promoting the cultivation of high-quality talents, and has a great promoting effect on the healthy development of universities.

The author points out that implementing a people-oriented cultural strategy in university education management can be achieved through creating a harmonious humanistic environment, infiltrating humanistic care for faculty and students in all aspects and details of management work, and conducting timely and efficient psychological counseling activities during the bottleneck period of faculty and students' careers.

Humanistic Management: The Art of Humanistic Management (2022)

Author Lan Banghua believes in this book that whether it is a business organization, an educational organization, or an organization in other fields, they must have three purposes: of the people (organization is people), by the people (organization relies on people), and for the people (organization is people). It is worth noting that in this book, the author believes that the core of an organization's

operation is "people", not various items or related systems. Similarly, the most important core in educational organizations is 'people', which mainly refers to teachers and students. Educational organizations are composed of people of different numbers, ages, and cultural levels, therefore "people" constitute the core of educational organizations and work. The development of educational work must establish a people-oriented concept. The author believes that the guiding ideology and organizational strategy of "people-oriented" are the most important resources of educational organizations. If the key factor of "people" is missing in an educational organization, it will be impossible for the organization to exist and continue. The operation and development of educational organizations can rely on students and teachers, who play a more important role compared to educational managers. Therefore, the author points out that effective educational managers must be good at relying on internal and external personnel to complete their work. This means that educational management activities are not a unilateral management behavior implemented by educational managers, but rather a behavior of facing all members of the educational organization and relying on the wisdom and strength of all members to complete the work.

In addition, the author believes that the existence of educational organizations exists to meet the needs of people with educational needs. Therefore, some scholars point out that the main goals of modern educational management are to create personnel (educated), cultivate personnel, and meet the needs of personnel. In this educational management concept, we can clearly see that many scholars consider the concept of "people-oriented" as the core of educational management.

Hu Jintao's "people-oriented" ideology (2022)

The author Li Xiangguo believes in this book that the "people-oriented" ideology that has emerged in modern times mainly advocates opposition to feudal superstitions in the old society, advocates valuing science, opposing authoritarianism, advocating freedom, opposing the idea of God as the core, and establishing a people-oriented ideology. We see that the understanding of the essence of human beings in the "people-oriented" ideology of modern Western society is that they pay

more attention to examining the concept of human beings without specific times and various social relationships. This means that scholars in modern Western society generally view the "people-oriented" ideology as an abstract concept, and human essence is a subject with abstract and emotional characteristics. The author believes that the concept of putting people first is a core component of humanistic thinking.

Since modern times, the humanistic and humanitarian ideas in the West have concentrated on the ideological connotation of "people-oriented", which greatly dealt a blow to the religious, theological, and feudal autocratic monarchy of the Middle Ages. On the other hand, the "people-oriented" ideology greatly promoted human nature and human rights, promoted the scientific and technological revolution, and the transformation of educational management concepts was deeply influenced by the "people-oriented" ideology during this period.

The author found that some scholars have implemented the concept of "people-oriented" in different fields such as enterprise management and education management, which means that managers generally consider the "human" factor as the most important productivity factor in the organization. The people-oriented concept pays attention to mobilizing people's enthusiasm and unleashing their intelligence is the core method of doing a good job in educational management.

On the Principles and Applications of People-oriented management Concept in College Student Management (2022)

In this article, author Wang Wei analyzes and believes that the management models and concepts of Chinese universities are in a state of lack of injection of new concepts, and this reality must be changed. In order to supplement and improve the incentive mechanism for higher education management, the author believes that many current education managers must follow the people-oriented education management concept to carry out management activities. Firstly, education managers must have a clear understanding of the current situation and future development trends of China's higher education since entering the new era. This is conducive to education managers making timely and reasonable judgments and updates, and confirming that they are in line with the new situation. The concept and implementation of educational management in a new context. Secondly, the author

believes that the "people-oriented" educational management concept is the fundamental way to cultivate the comprehensive abilities of college students. Education managers must understand students' thoughts, needs, and difficulties, and help them solve the aforementioned problems. The people-oriented education management concept is fully reflected and applied in this process.

Following the people-oriented educational management concept, the author believes that work should be carried out around three principles: 1. The principle of serving students, where students are the specific "people" in the "people-oriented" concept; The principle of personalized training is that each student is a different individual, and it is an important embodiment of the "people-oriented" concept to respect and manage them according to their different personalities, thinking, and personalities; The principle of comprehensive development, the author believes that a people-oriented management approach requires education managers to not only focus on students' academic performance, but also educate and assist students in their daily life, emotions, and other aspects. The researcher summarized the author's viewpoint and believed that when implementing management behavior based on the people-oriented concept, three aspects should be paid attention to: 1. strengthening the democratic consciousness of student management; 2. Pay attention to flexible management of students; 3. Emphasize the cultural construction of university management.

Exploring people-oriented management in Private Colleges and Universities Based on Humanism (2022)

The author He Qin first analyzes the historical background of significant reforms in vocational education in China since entering the new era. The author believes that the implementation of a people-oriented education management strategy is due to three reasons: 1. As a country with a large population, higher education is inevitably unable to accommodate all students, so vocational education is a major focus strategy of Chinese education. Entering the information society, students' psychology has undergone fundamental changes, and education managers must follow the different personalities and ideological backgrounds of each student for effective management. Due to the rapid development of information technology

in recent decades, education managers have increasingly overlooked the role of "people" in the process of education management. Whether it is in the handling of teaching affairs or student life affairs, the vast majority of university managers use information technology to complete tasks. The author believes that in this way, the "human" factor is easily overlooked, and managers solve problems in order to solve them, not to better serve students.

The author points out that the implementation of people-oriented education management strategies in universities can be carried out from the following five perspectives: 1. people-oriented student activity management, which fully considers students' needs and reflects their values in the process of organizing and arranging student activities; The people-oriented student information management requires managers not only to accurately and completely manage student information, but also to pay attention to protecting student information and effectively storing student information; 3. Human-centered student life management requires education managers to pay attention to students' daily life and solve the difficulties and problems they encounter in their daily lives; 4. Human-centered student learning management requires education managers to pay attention to and address students' daily learning needs, and pay attention to providing effective assistance for students' daily learning; 5. Student moral education management requires education managers to focus on strengthening students' moral education, so that students have a more sound personality and a better future development.

Reflection on the Deepening Penetration of the People-oriented management in Higher Education Management (2022)

Author Feng Shengbin believes in the article that universities are an important institution responsible for carrying out talent cultivation work in a country, and they continuously provide excellent talents with different majors and roles to society. Considering this practical social demand, the author suggests that different students have different personalities and strengths, so the popular education strategies and methods commonly used in university education management often encounter some personalized problems that cannot be effectively and properly addressed. The author believes that in the face of this situation, educational

managers in universities must establish a new educational management concept, pay attention to and implement the "people-oriented" concept, so that this concept can effectively penetrate and integrate into the daily management behavior of educational managers, and ensure that their work is to understand the actual situation of college students and carry out educational management work reasonably.

There are three main reasons for implementing the people-oriented educational management strategy: 1. The focus of educational management varies, that is, the author believes that in educational management behavior, the management of students is more important than the management of materials. 2. The current education management approach is overly modeled, and education managers often pay too much attention to whether the procedures are completed, but ignore whether these necessary procedures are effective in helping students solve problems. 3. Insufficient scientific nature of educational management.

The author further believes in the article that the specific methods and steps for implementing a people-oriented educational management strategy are: 1. The core concept of people-oriented must be established in educational management ideology. 2. Take necessary measures to effectively transform traditional educational management concepts and methods. 3. To enhance the humanistic literacy of education management personnel, the author particularly points out that education management personnel should pay attention to adopting equal communication and exchange methods when carrying out their work. 4. Effectively highlighting the main role of college students, that is, educational management revolves around the actual situation of college students.

Reflection on the Infiltration of the People-oriented management in Higher Education Management (2022)

The author Cai Wenhong believes that after China enters the new era, carrying out higher education management work needs to pay special attention to the "people-oriented" education management concept and be committed to implementing measures of humanized management. Universities need to truly put students at the center, meet their basic needs, learn to respect them, strengthen

harmonious relationships with them, and promote their comprehensive development. This article mainly explains the significance of the people-oriented concept in the infiltration of higher education management, and carefully analyzes the problems currently existing in higher education management, while exploring specific infiltration methods in detail.

The author points out that the main reason for implementing the people-oriented concept in university education management is: 1. The essential requirements of university education management, that is, this paper points out that in the management of goods, events, and personnel (students), the management of students should be the core essence. The practical needs of building a harmonious campus. The author believes that the development of educational management in universities is first based on a harmonious campus environment, which means that educational management places must have a harmonious atmosphere, which is the foundation for carrying out educational management work. A harmonious campus environment fundamentally stems from the harmonious relationship between people. Therefore, the author believes that it is necessary to pay attention to the core factor of putting people first. The people-oriented educational management concept is an important prerequisite for promoting social development. The author believes that the driving force for the development of social organizations, including universities, fundamentally comes from efficient and practical educational behaviors. In order to ensure the effective and efficient implementation of educational behavior, education management is particularly important. The needs of social organizations clearly require that university education management work must focus on a "people-oriented" work method and philosophy, in order to contribute more effectively to the development of society.

Innovation Path of Higher Education Management Model under people-oriented management (2022)

The author Shi Yuheng believes in this article that the construction and development of universities must follow the process of the times and social development, with a focus on cultivating outstanding talents who adapt to the development of the market economy. The education management mode is the key

to university teaching. Based on the people-oriented concept, innovating the education management mode in universities can build a new ecology of university teaching, adapt university teaching to the requirements of talent cultivation in the new era, and inject new vitality into talent cultivation in universities. The author specifically analyzes the current situation of university education management models under the people-oriented concept in the article, and explores the innovative path of university education management models under the people-oriented concept.

The author summarizes the problems that still exist in universities that implement educational management behavior under the guidance of the people-oriented concept. These problems mainly include: 1. The comprehensive literacy of teachers needs to be improved. The author believes that there is a gap between the comprehensive literacy of teachers and the requirements of the times. Therefore, it is required that educators must effectively improve their personal comprehensive literacy before implementing educational management behavior, in order to ensure better quality of educational work. The education management model is outdated. After investigation, the author found that many schools now have outdated educational management concepts and operating models, with common problems such as rigid educational management ideas, unclear educational management subjects, and single educational management methods. 3. Students lack the power to make independent choices. The author points out that students can only passively accept the knowledge imparted by educators and cannot make their own judgments and choices based on their actual situation.

In response to the above issues, the author proposes the following solutions, namely, the specific path for innovation in university education management models under the guidance of the people-oriented concept: 1. Education managers should help university teachers establish a people-oriented education concept, enhance their comprehensive literacy and innovation awareness. 2. Reform the current education management model and fully implement the people-oriented education management strategy. 3. Improve the management system to ensure that students have more independent choices. 4. Improve the

evaluation mechanism of education management and effectively play the supervisory and guiding role of education managers.

Human nature management

Research on the Significance and Path of Integrating the Concept of Humanistic Care into Higher Education Management (2020)

Author Cai Yaduan believes in this article that an important component of the concept of humanistic care is that managers themselves fully focus on strengthening human management in the process of educational management activities. Human nature management requires educational managers to fully understand the development laws and basic conditions of human nature, be able to implement educational policies that conform to human nature laws, make the managed feel respected and valued, and thus stimulate their potential. The author emphasizes that the full attention and implementation of humanistic management strategies by university education managers can help improve the loyalty of educational organizations and the effectiveness of educational management behavior. Following the basic situation and differentiated values of the managed, specific and actionable educational management strategies can be implemented to adapt to the diverse human characteristics of people in different growth backgrounds, In order to better and more effectively implement educational management strategies and achieve more ideal educational management results.

The strategy of human nature management emphasizes paying attention to and adjusting human characteristics, which is a concept that focuses on people, affirms and recognizes their value and role. The specific concept of human nature management strategy includes respecting people: the author believes that human nature is inherently endowed with a gene for wanting to be recognized, accepted, and praised. If managers follow this philosophy to implement management behavior, the managed person will work harder because they feel the manager's respect for themselves, and the trust and dependence of the managed person on the organization will be higher and more stable. Caring for People: The author believes that employees who feel the care of managers towards themselves will work harder and more efficiently, which is one of the fundamental characteristics of human

nature. Supporters and Motivators: The clear support provided by educational managers to employees, whether it is their attitude or actual behavior, will stimulate their work enthusiasm, and they will learn and work with a more proactive attitude. Under the leadership of educational managers, employees can achieve free and comprehensive human development, which is also in line with the connotation of educational management theory.

Implementation Architecture of Human Nature Management (2022)

Author Zhao Guanghua believes in "Implementation Architecture of Human Nature Management" that humanized management, as an advanced modern enterprise management method, has attracted many scholars in the field of education management to pay attention to and learn from modern enterprise management theory. He points out that humanized management theory should be widely applied in the practice of enterprise management and education management. At the same time, we see that in the business community and education management field in China and around the world, measures for implementing humanized management are still being explored and practiced, and there is currently no stable and widely accepted humanized management measures that can be implemented.

The author points out that the strategy of implementing humanized management in the field of educational management mainly includes the following aspects: educational organizations must develop a series of management systems and behavioral norms that comply with the humanized management concept, and take effective measures to ensure the specific implementation and continuous improvement of these norms.

The reason for vigorously adjusting the organizational environment and optimizing the relationships among organizational members within educational organizations is to shape a soil in the university that can meet the needs of faculty and staff to develop according to humanized laws. As is well known, in a benign and relaxed environment, human factors can be stimulated and released to the greatest extent, and can have a positive correlation with the effectiveness of educational management to the greatest extent.

Therefore, the author believes that the most crucial aspect of human management lies in creating a relaxed environment and a positive work atmosphere, which may greatly reflect the effectiveness and significance of implementing human management strategies in educational organizations. In addition, educational managers must fully respect and trust employees, implement an open employee autonomy management strategy, and improve management efficiency through reasoning and emotional communication.

Analysis of the Application of Human Nature Theory in Reality (2019)

The author Kong Yangtao believes that with the gradual development of modern socio-economic and scientific technology, people, as one of the many factors affecting management, have gradually begun to receive attention. The author points out in the article that people are the most important resource of an educational organization. With the people-oriented educational concept deeply rooted in people's hearts and widely accepted and implemented by educational organizations, the theory of human nature management has begun to be paid attention to and applied to practice by more and more people.

The author introduces several common theories of human nature hypothesis in the article, including: instrumental human hypothesis theory, economic human hypothesis theory, complex human hypothesis theory, and social human hypothesis theory. The author further combines X theory and Y theory to point out the following viewpoint: 1. Human nature is not inherently characterized by evil factors, but in reality, human nature often exhibits a state of evil and displays negative behavior because people are deeply influenced by social conditions and their own environment. In other words, the author believes that human nature cannot make independent judgments and choices and will change with social trends.

1. In their work, people not only hope that their talents and efforts can drive the development of organizations and society, but also very much hope to see their work as a source of satisfaction, that is, work allows people to demonstrate their value while obtaining a sense of satisfaction that is needed and recognized by society. The author believes that this is an important viewpoint of the human nature hypothesis theory.

Under the guidance of human nature management theory, the author believes through analysis that human nature has the ability to self supervise and self control, and can better complete tasks without external supervision and punishment. On the basis of this understanding, the author further analyzes the connotation of human nature management: 1. It is necessary to attach importance to the management of people, and divide the management of personnel, events, and items according to different levels of importance and implement management behaviors. The author emphasizes that people are the dominant force in management, and managers must attach importance to understanding the characteristics of human nature, develop, attract, and retain talents in a way that conforms to human nature, and thereby promote the enhancement of talent value.

Discussion on Humanization of Education Management (2019)

Author Shen Daobo pointed out in this article that in the process of carrying out educational management activities. We must note that the essence of education is to effectively manage human nature. In the process of educating students, universities need to focus on educating people's values. The object of educational management should not only be students, but also include school teachers. Improving the teaching management level of teachers is beneficial for humanized educational management of students and improving their comprehensive quality. The author points out in this article that the importance of educating students on human logic management in educational management should be fully valued by educational managers. When implementing educational management behaviors, educational managers should follow and always follow the management approach of human logic and implement specific and effective educational management measures. The purpose of doing so is to better and more effectively improve the educational management level of the organization.

The author first focuses on the importance of human nature management in educational management, pointing out that educational management not only requires educational managers to follow the basic methods of human nature management, but also specifies several specific measures and methods to follow human nature management in educational management practice. These measures

and methods specifically include: 1. Improve the concept of education management. The author believes that education managers must break free from the outdated concept of valuing the management of goods and equating students with goods, and improve their understanding of humanized development in terms of ideological concepts. 2. The method of improving management mainly refers to requiring educational managers to follow the basic laws of human nature, listen to the voices of the managed, and implement efficient educational management measures based on the actual needs of students. 3. Implementing open education management mainly includes adopting the opinions of the managed, implementing management methods for the managed to make public choices, and so on.

Exploration of the Relationship between Efficiency and Humanity in Enterprise Management (2015)

Author Liu Ping pointed out in this article that there are two core clues to the development of modern enterprise management: efficiency and humanity. The author also points out that the concepts and practices of modern educational management are equally applicable to this law, as efficiency and human nature are the two most fundamental aspects of management. After comparative analysis and comprehensive analysis, the author believes that modern enterprise management and education management share a common feature, both of which follow two basic clues: one is to practice the rational management route, which places more emphasis on achieving higher management efficiency; Another clue is to practice the path of irrational management, which is the path of human management that we are talking about.

The author believes that efficiency and profit are the fundamental goals of enterprise management, and the fundamental purpose of enterprises pursuing efficiency is to achieve their goals, maximize their own profits, and achieve the ultimate goal of enterprise development. The author further analyzes that the fundamental goal of educational management is to maximize the output of educational functions, which is the maximization of students' learning outcomes after graduation. This standard is clearly different from the goals of enterprises. The author believes that although the goals pursued by enterprise management and education management are different, their management objects have the same characteristics.

Whether in enterprise management or education management, their management objects are "people". The author points out that "people" are the most important production factor in educational organizations, and all behaviors and results of educational management must rely on people to produce.

Therefore, the author believes that in order for the effectiveness of educational management to reflect its practical role, maintain the sustainable development of educational organizations, and improve the efficiency of educational organizations, these must be achieved through the implementation of humanized management measures. Therefore, how to unify high efficiency and human nature management theory in education management theory and practice is a major issue faced by management scholars.

The Problems and Countermeasures of Humanized Management of College Students (2022)

Author Wang Meng pointed out in the article that with the continuous progress and improvement of Chinese school education management concepts and systems, the level of school education management has greatly improved. Meanwhile, with the continuous implementation of the "people-oriented" concept, the humanized management of universities has also significantly improved. Students are the center and focus of school work, and an important component of humanized management in schools. Taking humanized management as the foothold and foothold, this paper analyzes the current situation and implementation approaches of humanized management in Chinese universities from three aspects: the problems, causes, and solutions that exist in the current stage of humanized management.

The author first points out in the article that there are three problems with humanized management in universities: 1. The management methods cannot be tailored to the characteristics of different schools and students. The author believes that this is a serious institutionalized phenomenon. The quality of teachers in two schools varies, which is the difficulty in popularizing humanized education management. The management methods of education managers are lacking or too outdated. The author believes that the management ideas and practices of education managers cannot keep up with the times and adapt to the requirements

of the new era and new students, which is the main reason why universities find it difficult to carry out humanized management.

The author specifically analyzes the reasons for the above three problems in the practice of humanized management in universities. The author believes that these reasons mainly include: 1. The purpose of school education management is too utilitarian; 2. Insufficient professional knowledge and abilities of education managers; The author believes that in the practice of educational management, it is necessary to quantify the concept of humanized management, which is difficult to operate, in order to better apply it in educational management practice. However, due to the lack of personal advice and theoretical learning from education managers, this quantitative management method often cannot be implemented in practice.

In response to the difficulties encountered in implementing humanized management mentioned above, the author provides targeted suggestions and guidelines, including: 1. establishing an efficient humanized management mechanism; 2. Cultivate a professional faculty management team; Implement the principle of emotional management. The author suggests that humanized management is different from relaxed management. Humanized management is a flexible management approach aimed at better achieving goals, but not a disruption to systems and norms.

The Application of Human nature Management in the Management of College Students (2022)

The author Liu Shu believes in the article that the core content of university education management work is to manage students. The education management level of universities with good development status can promote the comprehensive development of students, which has a huge promoting effect on students themselves, the development of the school, and the development of society. The author further points out that implementing humanized management measures in university education management aims to improve the effectiveness of student management work. Following humanized characteristics in education management reflects the modernity of education management and has the characteristics of respecting contemporary college students' education management.

The author further believes that although the concept of humanized management is generally accepted by educational managers, from the current practice of educational management, there is still a situation of neglecting humanized management. For this reason, the author specifically wrote this article. Firstly, the author analyzed the necessity of effective management of students, and then further explained the connotation of humanized management theory. Secondly, the author pointed out the problems that exist in the process of humanized management. These issues mainly include: 1. biases in the perception of humanized management; 2. There is a shortage of education management personnel, and the professional literacy of the current education management personnel in the position is insufficient; The method of humanized management in specific practice is not perfect.

At the end of the article, the author analyzed specific suggestions on how to improve the effectiveness of humanized management. These suggestions mainly include: 1. Strengthening the construction of the education management team; 2. Implement multi-dimensional management characteristics of education management; 3. Adopting a flexible educational management approach, which fully respects students' autonomy and actual needs, and adopts appropriate educational management methods based on students' actual situations. 4. Establish educational management information archives to ensure that the school's educational management behavior is effective and targeted.

Analysis of the Application of Humanized Management in the Management of College Students (2021)

The authors of the article, Wang Dongmei and Zhang Xinyu, believe that the management of students plays a very important role in the daily management of Chinese universities. At present, many universities adopt a humanized education management model, and managers often organize students to carry out daily extracurricular activities. These activities are different from classroom teaching, and they exercise and improve students' ability to analyze and solve problems in daily learning in a more humanized and close to their daily lives. From this perspective, it is of great significance for both managers and those being managed to prioritize the implementation of humanized management in the process of higher education management.

The author explains the importance of humanized management in universities through specific analysis, which mainly includes: 1. transforming students' ideological and values; This means that education managers must convey new era concepts and behavioral norms to students, and ensure that students can accurately and effectively accept them. The author believes that the responsibility of education managers, in addition to taking measures to ensure normal classroom teaching work, also includes effectively conveying good and traditional ideological values to students. This is a very important aspect of humanized management that the author believes.

The transformation of China's social structure in the new era. Due to the tremendous economic development achievements of New China in the past forty years, significant changes have been driven in many fields. In the field of education management in China, its development philosophy and guiding ideology must be combined with the current reality of Chinese society, and efficient education management concepts and measures must be taken to cultivate talents who adapt to the new era of change in China's development. This is one of the important responsibilities of education managers.

Chapter 3

Research Methodology

This research was designed as a quantitative research, This study aims to understand the actual situation the actual impact of the humanistic management model on Educational Management in the educational management activities of Peking University. and the research methods are as follows:

1. The population and the Sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

The population and the Sample Group

The Population

This study takes Peking University as the research object, and the number of faculty members participating in this questionnaire survey is 180, including management and teaching positions.

The Sample Group

Sample group: The sample group was calculated according to Yamane's formula (1967). The sample group for this study was 125 faculty members from Peking University, and a random sampling method was used for the survey.

Participants Characteristics:

Working age: 125 faculty members each have different years of service, indicating that they have different teaching experiences and exposure to different teaching environments.

Experience of accepting humanistic management model: Participants have experience and feelings of accepting humanistic management from Peking University, and they have the conditions to answer questionnaires.

Education level: Most participants have a master's degree or above, indicating their professional abilities.

Interviewees

The interviewees of this study are 125 faculty members from Peking University. The qualifications of the interviewees are: 1) employees who have worked at Peking University for one year or more, 2) administrative personnel with professional knowledge in education management, and 3) academic titles.

Evaluation Expert

The evaluation experts for this study are 10 individuals with associate professor or above titles. The qualification requirements for the experts are: 1) at least 10 years of university work experience, 2) with associate professor or above titles, and 3) engaged in research work in education management and related fields.

For detailed example group information, see Table 3.1 below:

Table 3.1 Sample distribution table

Department	Population	Sample Group
Personnel Deployment Office	20	12
Teacher Development Office	28	20
Office of Teacher Ethics Construction	9	6
Office of Teacher Resource Management	20	17
Talent Office	20	17
Development training Office	16	13
Payroll and Benefits Office	15	7
Social Security Office	10	4
General office	8	4
Records Management Office	15	13
Postdoctoral Management Office	10	8
Office of the Faculty Ethics and Discipline Committee	9	4
Total	180	125

Research Instruments

The tools used in this study include questionnaires.

Design Research Instruments

Design a questionnaire, divided into two parts, as follows:

Part I: Personal information, including gender, age, educational background, work experience, department, etc.

Part II : A questionnaire survey was conducted on the current situation of humanistic management and educational management at Peking University using the Likert Five Scale. The evaluation is divided into 5 points very satisfied, 4 points satisfied, 3 points generally satisfied, 2 points dissatisfied, and 1 point very dissatisfied.

The questionnaire content is arranged in sequence according to four independent variables: people-oriented management, human nature management, students main, and student needs; as well as five dependent variables: high performance, school effectiveness, school quality management, scientific management, and interpersonal relationship theory.

Evaluation Form

On the basis of completing the questionnaire design, experts were invited to evaluate the effectiveness of the questionnaire. Based on the results of the questionnaire survey, this study developed guidelines for improving the level of humanistic and educational management at Peking University.

Research Methods and Steps

This study adopts a combination of quantitative and qualitative research methods, using various data collection and statistical analysis methods to collect, analyze, and statistically analyze relevant data. A survey questionnaire was designed on the implementation status of the humanistic management model at Peking University, and a survey was conducted on the faculty and staff of Peking University. 125 faculty members from Peking University were selected as the subjects of the questionnaire survey, of which 100 had a master's degree or above, and 41 had worked at Peking University for more than 10 years. This study invited 10 experts with associate professor or above titles and more than ten years of work experience in universities to test the research tool. The experts will evaluate the adaptability and

feasibility of the guide, in order to obtain guidance for improving the level of humanistic and educational management at Peking University. The research steps are as follows:

Step 1: Design research ideas. Firstly, read and review relevant literature both domestically and internationally, familiarize yourself with the theories and concepts of humanistic management and educational management, understand the four independent variables of people-oriented management, human nature management, students main, and student needs, as well as the five dependent variables of high performance, school effectiveness, school quality management, scientific management, and interpersonal relationship theory, clarify the research purpose, and develop research plans and ideas.

Step 2: Design and distribute survey questionnaires. On the basis of organizing relevant literature both domestically and internationally, a corresponding questionnaire was designed and compiled based on previous research on the issues of humanistic management and educational management at Peking University. Distribute the questionnaire to the faculty of Peking University. Through factor analysis, the reliability and validity of the variables in the questionnaire were analyzed, and the feasibility of studying the impact of humanistic management and educational management was analyzed.

Step 3: Evaluate the current situation and impact of humanistic management and educational management. We invited 10 experts with associate professor or above titles and over ten years of work experience in universities to evaluate the impact of humanistic management and educational management at Peking University. We also evaluated the influencing factors for improving humanistic management proposed through questionnaire surveys. The evaluation results provide a basis for optimizing the level of educational management at Peking University.

The research steps are shown in Figure 3.1:

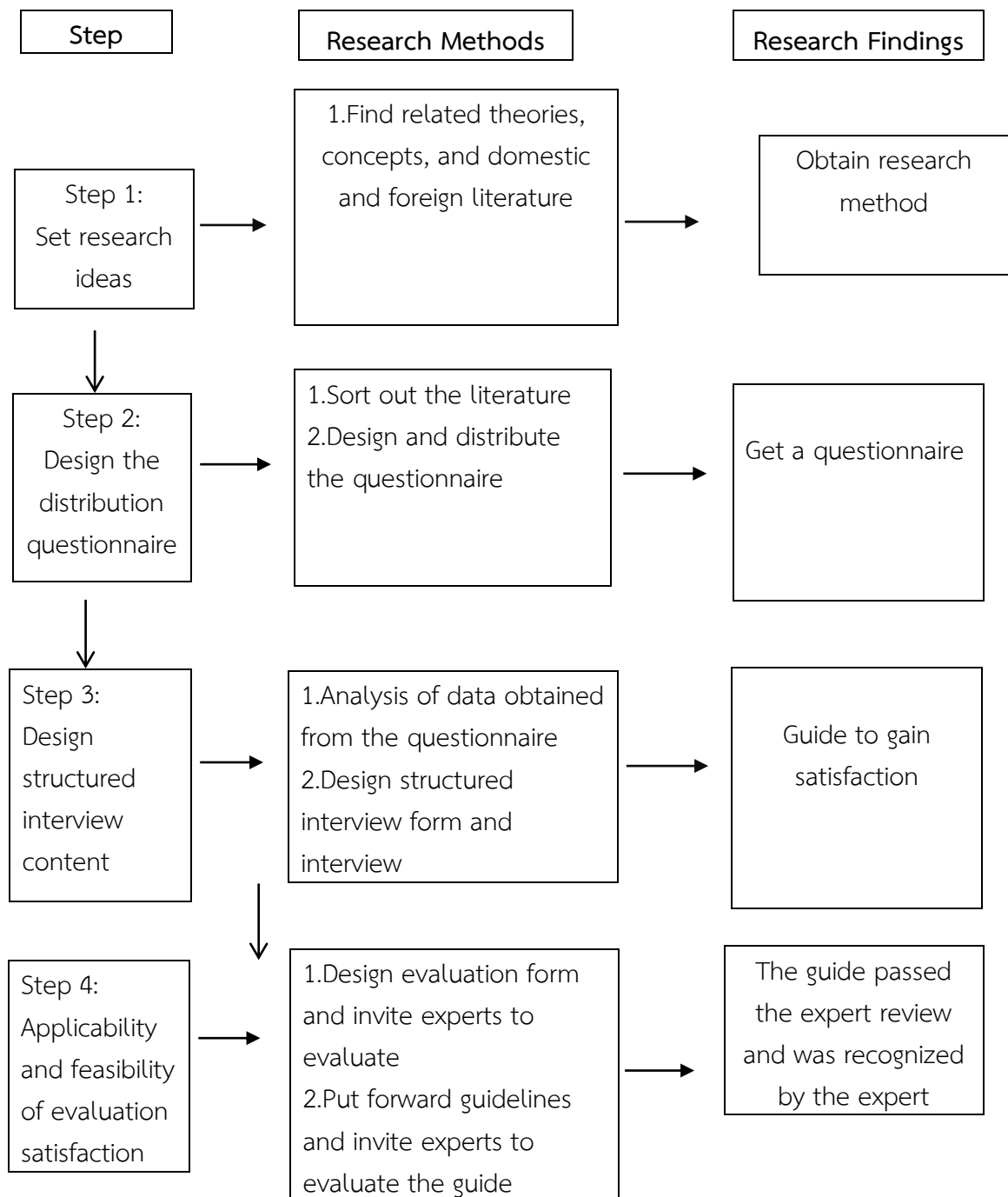


Figure3.1 Summary of Research Steps

Data Collection

Researchers collected data from faculty members at Peking University based on the types and procedures of research tools, as follows:

Questionnaire

Step 1. Questionnaire design: Researchers design a research questionnaire based on the first research purpose, receive guidance from their supervisor, and then submit it to the graduate school for approval.

Step 2. Questionnaire distribution: Researchers distributed questionnaires at Peking University from June 1 to June 15, 2023, and asked respondents to fill out the questionnaires.

Step 3. Questionnaire follow-up: Follow up on the sample size of the questionnaire. When the researcher is satisfied with the sample size, stop filling out the questionnaire and proceed to the next step of questionnaire data analysis.

Step 4. Questionnaire data collation: Organize the collected questionnaire, check its completeness, and use SPSS to analyze the complete and valid questionnaire data.

Evaluation Expert

Step 1. Design an evaluation form and check its correctness, feasibility, and applicability.

Step 2. Invite experts to participate in the evaluation.

Step 3. After the expert evaluation is completed, the researcher analyzes the expert evaluation content and data.

Collection time

The data collection time is shown in Table 3.2:

Table 3.2 Data Collection for Qualitative Schedule

Data collection method	Finish time	Remarks
Telephone interview	In May, 2023	Contact educational management experts for individual consultation and visits
Face interviews	In May, 2023	Conduct interviews with education management professionals to obtain professional evaluation and analysis
Literature reading and analysis	In May-August,2023	Carefully read relevant domestic and foreign literature on humanistic management and educational management to understand professional background the latest theoretical achievements domestic and foreign literature
Analysis of domestic and foreign literature	In May-August,2023	Read the research literature of Chinese scholars, American scholars, and other scholars around the world to understand the background, development, and research methods of humanistic management and educational Management and foreign literature
Data collection and study analysis	In August,2023	Based on the collected literature and questionnaires, we conducted sorting, analysis and research, and obtained qualitative research conclusions on the impact of humanistic management and educational management at Peking University

Data Analysis

Questionnaire

Before analyzing the data, the researchers first checked the integrity and validity of the data. If any inaccuracies, incompleteness, or invalid data are found in the data, they first deleted this part of the data, and after completing the summary, they selected valid questionnaire data for organization. Afterwards, the data will be analyzed in two steps: preliminary data analysis and in-depth data analysis. The details are as follows:

Step 1. Preliminary data analysis, mainly analyzing statistical data that meets the research objectives and analyzing the characteristics of each research variable data. This mainly involves analyzing the background of the sample, including gender, age, educational background, work experience, department, etc. Basic statistical analysis uses frequency distribution and percentage, while statistical analysis of variables uses mean and standard deviation.

Step 2. Conduct in-depth analysis of the data to achieve the purpose of this study. Conduct research and analysis on the current situation of humanistic management and educational management at Peking University, using mean and standard deviation analysis. Based on the above analysis steps to obtain data results, guidelines for analyzing the influencing factors of humanistic management and educational management at Peking University are formulated accordingly.

Evaluation Expert

In order to achieve the research objectives, the researchers conducted a survey and research on the current situation of humanistic and educational management at Peking University, formulated guidelines to improve the level of humanistic and educational management at Peking University, and conducted statistical analysis on the mean and standard deviation of variables. Calculate the average of actual possibilities (\bar{X}), use statistical mean (\bar{X}) and standard deviation (SD) of data analysis to analyze and evaluate the applicability and feasibility of the content, and determine high applicability and feasibility.

Statistical data analysis

The statistical methods used for data analysis in this study are as follows:

Use frequency distribution and percentage to analyze the distribution of the samples, including gender, age, educational background, years of work, department, etc; Using mean analysis and standard deviation analysis, the impact of four variables: people-oriented management, human nature management, students main, and student needs on improving the level of humanistic management and educational management at Peking University was analyzed.

Data Interpretation

In the mean value analysis of the guideline for enhance humanistic and educational management levels of Peking University, the researcher clarified the criteria for data interpretation.

As follows:

- 4.50 and 5.00 refers to the highest level,
- 3.50 and 4.49 refers to the high level,
- 2.50 and 3.49 refers to the medium level,
- 1.50 and 2.49 refers to the low level,
- 1.00 and 1.49 refers to the lowest level.

By evaluating the adaptability and feasibility of the guidance on improving the level of humanistic management and educational management at Peking University, the standards for data interpretation were determined based on the Pearson correlation coefficient.

As follows:

- .00 and .19 refers to the very weak level,
- .20 and .39 refers to the weak level,
- .40 and .59 refers to the medium level,
- .60 and .79 refers to the Strong level,
- .80 and 1.00 refers to the very strong level.

Chapter 4

Results of Analysis

This study conducts a specific study on the humanistic management model and educational management methods of Peking University. The researchers provide tables and meanings of data analysis results, which are divided into four parts as follows:

Part 1 General characteristics of the sample

Part 2 The Status of Humanistic Management at Peking University

Part 3 Development guidelines of Education Management at Peking University

Part 4 Relationship between humanistic management on education management at Peking University

The results of data analysis will be represented by symbols and meanings, as follows:

N = Sample size

\bar{X} = Mean

SD. = Standard Deviation

r = Correlation

P = Statistical significance to test hypothesis

General characteristics of the sample

General characteristics of the sample use frequency distribution and percentage analysis data, as shown in Table 4.1.

Table 4.1 Number of people and percentage of respondents

	Personal Information	Frequency	Percent
Gender	Male	63	50.40
	Female	62	49.60
	Total	125	100.00
Age	Below 25 years old	1	0.80
	26-35 years old	36	28.80
	36-45 years old	40	32.00
	46-55 years old	45	36.00
	56 years above	3	2.40
	Total	125	100.00
Education Background	Below bachelor's degree	8	6.40
	Bachelor's degree	17	13.60
	Master's degree	40	32.00
	Doctor's degree	60	48.00
	Total	125	100.00
Working years	less than 1 year	1	0.80
	1-3 years	25	20.00
	4-6 years	24	19.20
	7-10 years	34	27.20
	more than 10 years	41	32.80
	Total	125	100.00
Departments	Personnel Deployment Office	12	9.60
	Teacher Development Office	20	16.00
	Office of Teacher Ethics	6	4.80
	Construction		

Table 4.1 (Continued)

Personal Information	Frequency	Percent
Office of Teacher Resource Management	17	13.60
Talent Office	17	13.60
Development training Office	13	10.40
Payroll and Benefits Office	7	5.60
Social Security Office	4	3.20
General office	4	3.20
Records Management Office	13	10.40
Postdoctoral Management Office	8	6.40
Office of the Faculty Ethics and Discipline Committee	4	3.20
Total	125	100.00

According to Table 4.1, the basic information of the respondents among the faculty and staff of Peking University shows that the gender ratio is balanced among all 125 respondents, with 63 males accounting for 50.4% of the total; There are 62 women, accounting for 49.6% of the total. The age distribution of respondents is as follows: people under the age of 25 are the least, with only one person accounting for 0.80% of the total; The number of respondents aged 26 to 35 is relatively large, with 36 people, accounting for 28.8% of the total; There are more respondents aged 36 to 55, with 40 people accounting for 32% of the total; The number of respondents aged 46-55 is the highest, with 45 people accounting for 36% of the total; The number of respondents aged 56 and above is the lowest, with only 3 people, accounting for 2.4% of the total. The education level of the respondents is as follows: there are 8 people below undergraduate level, accounting for 6.4% of the

total; 17 people have a bachelor's degree, accounting for 13.6% of the total; There are 40 people with master's degrees, accounting for 32% of the total; There are 60 people with doctoral degrees, accounting for 48% of the total, which is the highest proportion among all respondents. In addition, we can found that the number of people working in the Teacher Development Office is the highest, with 20 people, accounting for 16% of the total.

Humanistic management

Analyze data using mean and standard deviation, as shown in Table 4.6.

Table 4.2 Mean and Standard deviation of Humanistic management

Humanistic management	\bar{X}	SD	Level	Rank
1.people-oriented management	4.48	0.46	High	2
2.Human nature management	4.50	0.45	Highest	1
3.Students main	4.45	0.49	High	3
4.Student needs	4.36	0.56	High	4
Total	4.45	0.42	High	

According to Table 4.2, it can be seen that the current situation of humanistic management at Peking University is that the average score of the respondents is distributed between 4.36 and 4.50. According to Warmbrod's theory, a score between 3.50 and 4.49 is considered a high level; A score of 4.50 or above is considered the highest level. Therefore, the current situation of humanistic management at Peking University is at a high level, indicating that the humanistic management approach at Peking University can still be further improved. The analysis results show that the highest score is in human nature management (average score=4.50), followed people-oriented management (average score=4.48), students main (average score=4.45), and student needs (average score=4.36). The overall average score is 4.45, with a standard deviation of 0.42, which is at a high level. These results reveal the current situation of humanistic management at Peking University.

Table 4.3 Mean and Standard deviation of people-oriented management

People-oriented management	\bar{X}	SD	Level	Rank
1.In the educational management activities, universities can adhere to the people-oriented guiding ideology	4.40	0.51	High	9
2.Human is always at the center of educational management activities in universities	4.44	0.60	High	8
3.Universities can pay attention to meet the reasonable needs of individuals when conducting educational management behaviors	4.46	0.64	High	7
4.Educational management activities in university help to stimulate people's inner potential	4.58	0.56	Highest	1
5.University educational management activities can fully mobilize people's initiative	4.48	0.59	High	6
6.Universities can follow the concept of putting people first to solve problems encountered in educational management	4.46	0.61	High	7
7.Universities attach great importance to the development of human resources, with a focus on improving the abilities and potential of faculty and staff	4.55	0.53	Highest	2
8.The implementation of a people-oriented cultural strategy in universities has created a harmonious, innovative, and united environment within the organization	4.50	0.55	Highest	4
9.Universities attach great importance to improving the level of education management by cultivating professional and skilled personnel	4.49	0.52	High	5
10.Universities attach great importance to cultivating the comprehensive and systematic ability of faculty to view and analyze problems, and actively encourage them to apply it to teaching practice	4.52	0.58	Highest	3
Total	4.48	0.45	High	

According to Table 4.3, it can be seen that the current situation of Peking University's implementation of the people-oriented strategy: the average score

distribution of respondents is between 4.58 and 4.40. Therefore, the management status of Peking University's people-oriented aspect is at a relatively high level, indicating that educational managers can continue to improve their management level in the people-oriented aspect. The research results show that educational management activities in universities help to stimulate people's inner potential have the highest score (average score=4.58), followed by universities attach great importance to the development of human resources, with a focus on improving the abilities and potential of fertility and staff (average score=4.55), and the lowest is In the educational management activities, Universities can adapt to the people oriented guiding ideology (average score=4.40). The management style of People-oriented management at Peking University is at a high level. According to the above table, Peking University's People oriented management can be further improved. Understanding this situation is of positive significance for Peking University to formulate relevant policies and improve its education management level.

Table 4.4 Mean and Standard deviation of Human nature management

Human nature management	\bar{X}	SD	Level	Rank
1.In the process of educational management, universities can consider problems from the perspective of human nature	4.52	0.58	Highest	2
2.Universities can pay attention to the core position of human nature in the process of educational management	4.44	0.61	High	8
3.Universities can adjust their educational management strategies in time according to the law of human development	4.52	0.59	Highest	2
4.Human nature management has a positive effect on university educational management activities	4.54	0.55	Highest	1
5.The university realizes that human nature management has the flexible characteristic which is different from organization management and can be applied to educational management practice	4.47	0.56	High	7

Table 4.4 (Continued)

Human nature management	\bar{X}	SD	Level	Rank
6.Universities can follow the concept of human nature management to solve problems encountered in educational management	4.50	0.60	Highest	4
7.The implementation of human nature management measures in universities can stimulate the subjective initiative of faculty and staff	4.51	0.62	Highest	3
8.The human nature measures implemented by universities fully reflect the humanistic care of educational managers	4.49	0.58	High	5
9.Universities focus on implementing management methods that follow human characteristics to provide opportunities for growth and development for faculty and staff	4.51	0.61	Highest	3
10.University managers have a sense of equality and full respect for employees when managing them	4.48	0.59	High	6
Total	4.52	0.58	Highest	

According to Table 4.4, it can be seen that the current situation of Peking University's implementation of human nature management strategy: the average score distribution of respondents is between 4.54 and 4.44. Therefore, the management status of Peking University's human nature management is at a relatively high level, indicating that education managers can continue to improve their management level in human nature management. The research results show that Human nature management has a positive effect on university educational management activities with the highest score (average score=4.54), followed by Universities can adjust their educational management strategies in time according to the law of human development (average score=4.52) The lowest is Universities can pay attention to the core position of human nature in the process of educational management (average score=4.44). The management method of Peking University's Human Nature Management is at a high level. In summary, Peking University's Human Nature Management can be further improved, and understanding this situation is of positive significance for Peking University to formulate relevant policies to improve its educational management level.

Table 4.5 Mean and Standard deviation of Students main

Students main	\bar{X}	SD	Level	Rank
1.Universities fully recognize that students are the main body of educational management activities	4.45	0.57	High	4
2.Universities can closely combine the management of people, events and goods, and take the management of students as the main management subject in the management of the three	4.39	0.62	High	7
3.The university pays full attention to and respects the students as subjects	4.49	0.62	High	1
4.Universities are well equipped to meet the legitimate needs of students	4.42	0.61	High	5
5.The educational management behavior of university can mobilize students' personal enthusiasm	4.45	0.60	High	4
6.Always focus on students' specific work during teacher teaching and student learning processes	4.46	0.58	High	3
7.Teachers pay more attention to guiding students to actively learn while explaining knowledge	4.42	0.61	High	5
8.Teachers value the importance of student participation in the teaching process	4.47	0.59	High	2
9.Teachers value the psychological feelings of students in the teaching process	4.41	0.56	High	6
10.Teachers recognize that each student is a unique individual, respect and correctly guide each student's different development directions	4.45	0.58	High	4
Total	4.46	0.49	High	

According to Table 4.5, the current situation of Peking University Students' main is that the average score of the respondents is distributed between 4.49 and 4.39. Therefore, the management status of Peking University Students' main is at a relatively high level, indicating that education managers can continue to improve their management level in Students' main. The research results show that the university pays full attention to and respects the students as subjects have the

highest score (average score=4.49), followed by Teachers value the importance of student participation in the teaching process (average score=4.47), and Universities can closely combine the management of people, events, and goods, And take the management of students as the main management subject in the management of the three (average score=4.39). Peking University Students' main is at a high level. In summary, Peking University Students' main can be further improved, and understanding this situation is of positive significance for Peking University to formulate relevant policies to improve its education management level.

Table 4.6 Mean and Standard deviation of Student needs

Student needs	\bar{X}	SD	Level	Rank
1.Universities can fully address the legitimate needs of students	4.45	0.60	High	1
2.The university regards the overall development of students as an important goal of its development	4.42	0.60	High	2
3.Universities can fully fulfill the legitimate needs of students in a way that is responsive to human nature	4.38	0.63	High	6
4.The university can solve the urgent, difficult, anxious and hopeful problems faced by students in time	4.29	0.76	High	8
5.In the face of all kinds of unpredictable difficulties, students' actual needs can always be met first	4.27	0.73	High	9
6.Among the numerous needs, schools are able to identify the most important needs of students	4.41	0.58	High	3
7.Universities can meet the needs of students to improve their knowledge application abilities	4.40	0.69	High	4
8.Universities can meet students' basic physiological needs	4.36	0.74	High	7
9.Universities can meet students' personal safety needs	4.39	0.75	High	5
10.Universities can meet students' needs in curriculum design	4.36	0.68	High	7
Total	4.38	0.55	High	

According to Table 4.6, the current situation of Peking University's student needs is that the average score of the respondents is distributed between 4.45 and 4.27. Therefore, the management status of Peking University's student needs is at a relatively high level, indicating that education managers can continue to improve their management level in student needs. The research results show that universities can fully address the legislative needs of students with the highest score (average score=4.45), followed by The university districts the overall development of students as an important goal of its development (average score=4.42), and the lowest is In the face of all types of unpredictable differences, students' actual needs can always be met first (average score=4.27). Peking University Student needs are at a relatively high level. In summary, Peking University's student needs can be further improved, and understanding this situation is of positive significance for Peking University to formulate relevant policies to improve its educational management level.

Education Management

Analyze data using mean and standard deviation, as shown in Table 4.3.

Table 4.7 Mean and Standard deviation of Education Management

Education Management	\bar{X}	SD	Level	Rank
1.High performance	4.30	0.58	High	5
2.School effectiveness	4.41	0.51	High	4
3.School Quality management	4.48	0.49	High	2
4.Scientific management	4.48	0.50	High	2
5.Interpersonal relationship theory	4.61	0.48	Highest	1
Total	4.48	0.43	High	

According to Table 4.7, the current situation of education management at Peking University is that the average score of the respondents is distributed between 4.61 and 4.30. According to Warmbrod's theory, a score between 3.50 and 4.49 is considered a high level; A score of 4.50 or above is considered the highest level. Therefore, the current situation of education management at Peking University is between the high and highest levels, indicating that the education management

methods at Peking University can still be further improved. The analysis results show that the score of interpersonal relationship theory is the highest (average score=4.61), followed by scientific management (average score=4.48), and school quality management (average score=4.48), and school effectiveness (average score=4.41), while the lowest is high performance (average score=4.30). The overall average score is 4.48, with a standard deviation of 0.43, which is at a relatively high level. These results reveal the current situation of education management at Peking University.

Table 4.8 Mean and Standard deviation of High Performance

High Performance	\bar{X}	SD	Level	Rank
1.University staff at all levels are clear about their work functions and work objectives	4.39	0.63	High	1
2.University leaders fully delegate power to their staff	4.26	0.73	High	9
3.The way university leaders are managed is through invisible and loose form	4.27	0.71	High	8
4.Employees can arrange their own work content and make their own decisions	4.26	0.69	High	9
5.Faculty and staff do not need to follow a top-down hierarchical system to complete work	4.33	0.69	High	4
6.Faculty and staff do not need to follow fixed operating procedures to complete work	4.35	0.65	High	2
7.Faculty and staff can make work decisions independently without approval	4.29	0.61	High	7
8.Universities don't rely on regulations to implement control by establishing relationships with faculty and staff	4.33	0.66	High	4
9.Higher education management behavior can draw inspiration from efficient business organization management practices	4.30	0.61	High	6
10.The application of high Performance theory in higher education management activities can achieve measurable work results	4.35	0.68	High	2
Total	4.30	0.58	High	

According to Table 4.8, the current situation of High Performance at Peking University is that the average score distribution of the respondents is between 4.39 and 4.26. According to Warmbrod's theory, a score between 3.50 and 4.49 is considered a high level. Therefore, the current status of High Performance in education management at Peking University is at a high level, indicating that Peking University's education management approach can still be further improved. The analysis results show that the University staff at all levels are clear about their work functions and work objectives have the highest score (average score=4.39), followed by Faculty and staff do not need to follow fixed operating procedures to complete work (average score=4.35) and The application of high performance theory in higher education management activities can achieve measurable work results (average score=4.35), The lowest are University leaders fully delegate power to their staff (average score=4.26) and Employees can arrange their own work content and make their own decisions (average score=4.26). Peking University's High Performance is at a relatively high level. In summary, Peking University's High Performance can be further improved, and understanding this situation is of positive significance for Peking University to formulate relevant policies to improve its educational management level.

Table 4.9 Mean and Standard deviation of School effectiveness

School effectiveness	\bar{X}	SD	Level	Rank
1.Universities can make reasonable and full use of available educational resources	4.31	0.63	High	10
2.Universities can fully achieve their educational goals by relying on existing educational resources	4.40	0.58	High	6
3.The university can constantly meet the needs of other aspects of the system	4.41	0.66	High	5
4.The university and its internal members can be effectively developed in the course of educational activities	4.45	0.62	High	3

Table 4.9 (Continued)

School effectiveness	\bar{X}	SD	Level	Rank
5.Universities have played an effective role in promoting social development in the process of realizing educational goals	4.47	0.62	High	1
6.The process of achieving educational goals in universities is clear and clear	4.46	0.61	High	2
7.High degree of alignment between the goals set by universities and their functions	4.42	0.66	High	4
8.Universities have a guiding role in students' future achievements	4.33	0.63	High	9
9.Universities achieve greater personal achievements for students than students themselves expect	4.36	0.61	High	8
10.The future development of students has a positive impact on the value output of universities	4.39	0.65	High	7
Total	4.43	0.56	High	

According to Table 4.9, the current situation of Peking University School effectiveness is that the average score of the respondents is distributed between 4.47 and 4.31. According to Warmbrod's theory, a score between 3.50 and 4.49 is considered a high level. Therefore, the current status of School effectiveness in education management at Peking University is at a high level, indicating that Peking University's education management methods can still be further improved. The analysis results show that universities have played an effective role in promoting social development in the process of achieving educational goals with the highest score (average score=4.47), followed by The process of achieving educational goals in universities is clear and clear (average score=4.46), and universities can make reasonable and full use of available educational resources with the lowest score (average score=4.31). Peking University School effectiveness is at a relatively high level. In summary, the School effectiveness of Peking University can be further improved, and understanding this situation is of positive significance for Peking University to formulate relevant policies and improve its educational management level.

Table 4.10 Mean and Standard deviation of School Quality management

School Quality management	\bar{X}	SD	Level	Rank
1.The university has taken measures to continuously enhance the quality awareness of its staff	4.50	0.59	Highest	3
2.The university uses scientific methods to evaluate the quality control status of the school	4.48	0.62	High	5
3.The university has designed and implemented the process of each work	4.49	0.58	High	4
4.The university will check and analyze the results of the work in a timely manner	4.53	0.62	Highest	1
5.The current management measures adopted by the university enable the university to achieve a higher level of educational management	4.43	0.65	High	8
6.The quality management behavior implemented by universities can ensure the realization of the basic tasks of the university	4.45	0.63	High	7
7.The quality management behavior implemented by universities can meet the needs of society	4.49	0.61	High	4
8.The quality management measures of universities ensure the effectiveness of education investment	4.46	0.65	High	6
9.Quality management in universities provides objective criteria for evaluating university work	4.52	0.63	Highest	2
10.The objectives of quality management in universities have diverse characteristics	4.50	0.60	Highest	3
Total	4.48	0.49	High	

According to Table 4.10, it can be seen that the current situation of School Quality Management at Peking University is that the average score of the respondents is distributed between 4.53 and 4.43. According to Warmbrod's theory, a score of 4.50 to 5.00 is the highest level; A score between 3.50 and 4.49 is considered a high level. Therefore, the current status of School Quality management at Peking University is at a high level, indicating that Peking University's educational management methods can still be further improved. The analysis results show that

the university will check and analyze the results of the work in a timely Manner has the highest score (average score=4.53), followed by Quality management in universities providing objective criteria for evaluating university work (average score=4.52), The minimum is The current management measures adopted by the university enable the university to achieve a higher level of educational management (average score=4.43). Peking University School Quality Management is at a high level. In summary, the School Quality management of Peking University can be further improved, and understanding this situation is of positive significance for Peking University to formulate relevant policies and improve its educational management level.

Table 4.11 Mean and Standard deviation of Scientific management

Scientific management	\bar{X}	SD	Level	Rank
1.Universities can use scientific methods to determine the best way to educational management	4.39	0.63	High	10
2.Universities can obtain the optimal ratio of input to output in educational management activities through scientific methods of observation and analysis	4.44	0.59	High	9
3.Universities use scientific methods to select the best candidates for the specific tasks of educational administration	4.50	0.62	Highest	6
4.The university and its internal members can be effectively developed in the course of educational activities	4.52	0.60	Highest	5
5.Universities have played an effective role in promoting social development in the process of realizing educational goals	4.59	0.58	Highest	1
6.The implementation of scientific management theory in educational management behavior has improved the labor productivity of faculty and staff	4.55	0.59	Highest	3
7.Standardized management is implemented at all stages of university education management activities	4.58	0.58	Highest	2
8.Universities have encouraged breaking quotas and established a role model system	4.49	0.62	High	8

Table 4.11 (Continued)

Scientific management	\bar{X}	SD	Level	Rank
9.Universities implement a differential piece rate wage system	4.53	0.65	Highest	4
10.Education managers and faculty shift their focus from allocating surplus resources to increasing surplus resources	4.50	0.63	Highest	6
Total	4.48	0.56	High	

According to Table 4.11, it can be seen that the current situation of Peking University Scientific Management is that the average score distribution of the respondents is between 4.59 and 4.39. According to Warmbrod's theory, a score of 4.50 to 5.00 is the highest level; A score between 3.50 and 4.49 is considered a high level. Therefore, the current status of Scientific management in education management at Peking University is at a high level, indicating that Peking University's education management approach can still be further improved. The analysis results show that Universities have played an effective role in promoting social development in the process of achieving educational goals with the highest score (average score=4.59), followed by Standardized management is implemented at all stages of university education management activities (average score=4.58), The lowest is Universities can use scientific methods to determine the best way to educational management (average score=4.39). Peking University's Scientific management is at a relatively high level. In summary, Peking University's Scientific management can be further improved, and understanding this situation is of positive significance for Peking University to formulate relevant policies and improve its educational management level.

Table 4.12 Mean and Standard deviation of Interpersonal relationship theory

Interpersonal relationship theory	\bar{X}	SD	Level	Rank
1.As a member of a complex social system, man is affected by social psychological factors	4.63	0.56	Highest	2
2.The efficiency of educational management is mainly affected by the morale of employees themselves	4.55	0.64	Highest	10
3.The morale of employees comes from the harmonious relationship between people	4.61	0.58	Highest	6
4.The overall collaboration among employees helps to better complete the task	4.64	0.53	Highest	1
5.The harmony and sense of security of being accepted by the group play a decisive role in the work efficiency of employees	4.63	0.55	Highest	2
6.The efficiency of education managers mainly depends on the level of attention they receive	4.62	0.60	Highest	5
7.Group behavior has a significant impact on individual behavior and work efficiency	4.57	0.55	Highest	9
8.Education managers need to strengthen the role of formal groups while also emphasizing the role of informal groups to improve their education management level	4.60	0.61	Highest	7
9.Education managers recognize that human behavior has illogical and complex characteristics	4.59	0.59	Highest	8
10.Social psychological factors, economic factors, and physiological factors jointly affect the labor productivity of education managers	4.63	0.60	Highest	2
Total	4.65	0.56	Highest	

According to Table 4.12, the current situation of the Interpersonal Relationship Theory at Peking University is that the average score of the respondents is distributed between 4.64 and 4.55. According to Warmbrod's theory, a score of 4.50 to 5.00 is considered the highest level. Therefore, the current status of the Interpersonal Relationship Theory in education management at Peking University is at

the highest level, indicating that Peking University's education management approach has reached an optimal state. The analysis results show that the overall collaboration among employees helps to better complete the task has the highest score (average score=4.64), followed by The harmony and sense of security of being accepted by the group play a decisive role in the work efficiency of employees (average score=4.63), The minimum is The efficiency of educational management is mainly affected by the mole of employees themselves (average score=4.55). The interpersonal relationship theory at Peking University is at the highest level. In summary, the Interpersonal Relationship Theory of Peking University needs to continue to maintain this ideal state. Understanding this situation is of positive significance for Peking University to formulate relevant policies to maintain and improve its educational management level.

Relationship between Humanistic management and Education Management

Data analysis using Pearson correlation analysis, as shown in Table 4.4.

Table 4.13 Pearson Correlations of Humanistic management and Education management

Humanistic management	Education Management			
	r	Sig.(2-tailed)	level	Rank
People-oriented management	.819**	.00	Very strong	1
Human nature management	.815**	.00	Very strong	2
Students main	.815**	.00	Very strong	2
Student needs	.812**	.00	Very strong	4
Total	.888**	.00	Very strong	

**Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.13, the Pearson Relationships of Human Management and Education Management analysis at Peking University shows a strong positive correlation between Human Management and Education Management, with a

correlation coefficient of .888**. All variables are positively correlated with educational management. The highest correlation coefficient for People oriented management is .819**, followed by Human nature management and Students main, with correlation coefficients of .815** for both variables; Secondly, the correlation coefficient of Student needs is .812**.

Table 4.14 Pearson Correlations of High performance

Humanistic management	High performance			
	r	Sig.(2-tailed)	level	Rank
People-oriented management	.748**	.00	Strong	2
Human nature management	.746**	.00	Strong	3
Students main	.734**	.00	Strong	4
Student needs	.806**	.00	Very strong	1
Total	.824**	.00	Very strong	

**Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.14, the Pearson Relationships of Human Management and High performance analysis results from Peking University show a strong positive correlation between Human Management and High performance, with a correlation coefficient of .824**. All variables are positively correlated with educational management. The highest correlation coefficient for Student needs is .806**, followed by People oriented management with a correlation coefficient of .748**; Secondly, the correlation coefficient of Human nature management is .746**. The lowest correlation coefficient for Students main is .734**.

Table 4.15 Pearson Correlations of School effectiveness

Humanistic management	School effectiveness			
	r	Sig.(2-tailed)	level	Rank
People-oriented management	.768**	.00	Strong	2
Human nature management	.739**	.00	Strong	4
Students main	.783**	.00	Strong	1
Student needs	.753**	.00	Strong	3
Total	.826**	.00	Very strong	

**Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.15, the Pearson Relationships of Human Management and School effectiveness analysis results of Peking University show a strong positive correlation between Human Management and School effectiveness, with a correlation coefficient of .826**. All variables are positively correlated with educational management. The highest correlation coefficient is .783** for Students main, followed by .768** for People oriented management; The lowest correlation coefficient for Human nature management is .739**.

Table 4.16 Pearson Correlations of School Quality management

Humanistic management	School Quality management			
	r	Sig.(2-tailed)	level	Rank
People-oriented management	.734**	.00	Strong	3
Human nature management	.745**	.00	Strong	1
Students main	.736**	.00	Strong	2
Student needs	.702**	.00	Strong	4
Total	.805**	.00	Very strong	

**Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.16, the Pearson Relationships of Human Management and School Quality Management analysis at Peking University shows a strong positive correlation between Human Management and School Quality Management, with a

correlation coefficient of .805**. All variables are positively correlated with educational management. The highest is the human nature management correlation coefficient of .745**, followed by the students main correlation coefficient of .736**; the correlation coefficient of People oriented management is .734**. The lowest correlation coefficient for Student needs is .702**.

Table 4.17 Pearson Correlations of Scientific management

Humanistic management	Scientific management			
	r	Sig.(2-tailed)	level	Rank
People-oriented management	.726**	.00	Strong	3
Human nature management	.727**	.00	Strong	2
Students main	.737**	.00	Strong	1
Student needs	.720**	.00	Strong	4
Total	.783**	.00	Strong	

**Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.17, the Pearson Relationships of Human Management and Scientific Management analysis results of Peking University show a strong positive correlation between Human Management and Scientific Management, with a correlation coefficient of .783**. All variables are positively correlated with educational management. The highest correlation coefficient for students main is .737**, followed by a correlation coefficient for human nature management of .727**; the correlation coefficient of People oriented management is .726**. The lowest correlation coefficient for student needs is .720**.

Table 4.18 Pearson Correlations of Interpersonal relationship theory

Humanistic management	Interpersonal relationship theory			
	r	Sig.(2-tailed)	level	Rank
People-oriented management	.591**	.00	medium	1
Human nature management	.559**	.00	medium	2
Students main	.545**	.00	medium	3
Student needs	.526**	.00	medium	4
Total	.614**	.00	Strong	

**Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.18, the analysis results of Pearson Relationships of Human Management and Interpersonal Relationship Theory at Peking University show a strong positive correlation between Human Management and Interpersonal Relationship Theory, with a correlation coefficient of .614**. All variables are positively correlated with educational management. The highest correlation coefficient for People-oriented management is .591**, followed by a correlation coefficient for Human nature management of .559**; and the correlation coefficient of students main is .545**. The lowest correlation coefficient for student needs is .526**.

Chapter 5

Conclusion Discussion and Recommendations

According to the research objectives of the development of humanistic characteristics in education management at Peking University:

1. To study the current situation of improving the level of humanistic management and educational management at Peking University.

2. To develop guidelines to enhance the level of humanistic and educational management at Peking University.

3. To evaluate the adaptability and feasibility of the guidelines for improving the level of humanistic management and educational management at Peking University.

On the basis of humanistic management theory and educational management theory, researchers analyzed the current situation of humanistic management and educational management level at Peking University, and collected data. Based on the four concepts of people-oriented management, human nature management, students main, and student needs in the field of humanistic management, they proposed main measures to improve the current situation of humanistic management and educational management at Peking University, It has a positive effect on improving the humanistic management level and educational management level of Peking University.

Conclusion

This study aims to provide guidance for improving the level of humanistic and educational management at Peking University, by conducting research and analysis on four factors: people-oriented management, human nature management, student needs, and students main. The researchers summarized the conclusion into three parts:

1. According to the first research objective, the main influencing factors of humanistic management and educational management level at Peking University are

people-oriented management, human nature management, student needs, and than students main. Through statistical analysis of the data obtained from the questionnaire survey, researchers found that the current situation of humanistic and educational management at Peking University is at a high level, but there is still room for further improvement.

2. Based on the second research objective, the researchers designed a survey questionnaire and discovered and summarized the results of the survey, establishing a guide for the development of humanistic characteristics at Peking University. The specific content is as follows:

People oriented management: 1) Further attach importance to the difficulties that faculty and staff may face or may face in their work. 2) Managers and faculty work together to think about management strategies and effective ways to work together. 3) Strengthen the core concept of putting people first in the process of educational management. 4) Regularly organize and arrange seminars or exchange meetings, inviting faculty members to discuss their opinions and suggestions on the current situation and improvement measures of education management. 5) Organize expert lectures and discussions between faculty and experts to stimulate their work enthusiasm.

Human nature management: 1) Continuously strengthen the humanistic management awareness of educational managers through training. 2) Through training and practical management, educational managers are required to consider issues from the perspective of human nature. 3) Education managers are required to closely monitor the ideological changes of students and teachers, and adjust education management strategies in a timely manner based on human characteristics. 4) Take effective measures to ensure that reasonable suggestions from teachers and students are effectively fed back to education managers. 5) Reasonable suggestions for feedback from teachers and students are voted on by educational managers through democratic meetings and decisions are implemented.

Students main: 1) Clarify the core awareness of students as the main body of education management through training and conference presentations. 2) Through training and meetings, educational managers are required to focus on managing

students. 3) Education managers are required to pay attention to student-centered management and coordinate the development of management measures for items and events in the process of managing students. 4) Organize a student symposium and carefully listen to students' evaluations of educational management behavior. 5) Develop and continuously revise educational management strategies based on different suggestions for students in different situations.

Student needs: 1) Education managers give full attention to the practical needs raised by every student. 2) Actively pay attention to the actual needs of students and adjust the current educational management plan in a targeted manner based on their suggestions. 3) Implementation of specific improvement plans for educational management strategies. It is necessary to ensure that students receive maximum benefits. 4) Education managers should adopt targeted management behaviors based on the actual needs of each student. 5) When facing unpredictable situations, education managers should first consider all possible needs of students.

High Performance: 1) Through training, teachers and staff can clarify their work goals. 2) Under the guidance of stable policies, leaders gradually delegate power to different faculty members. 3) Education managers are familiar with each teacher and student and implement management behavior through good communication relationships. 4) Under the premise of clarifying the final work objectives, leave the daily tasks that need to be completed to employees to make their own decisions. 5) Establish an equal and harmonious relationship between managers and faculty, enabling them to maintain close connections for effective completion of work.

School effectiveness: 1) Require education managers to organize and clarify all existing educational resources of the university. 2) Reasonably and fully utilize these educational resources based on the different needs faced by the university. 3) Ensure the full achievement of educational goals through educational management measures while utilizing educational resources in a reasonable manner. 4) Understand the actual needs of staff in various systems within the school and provide them with effective assistance in a timely manner. 5) While paying attention

to work, education managers must also focus on enabling effective personal development for university faculty.

School Quality management: 1) Education managers must focus on strengthening the quality awareness of teaching staff through management behavior. 2) Strengthen the teaching quality of faculty by organizing expert meetings. 3) Strengthen the work quality of educational managers by organizing symposiums for different university managers. 4) Education managers must design scientific and effective quality evaluation standards before arranging various work tasks. 5) Education managers must promptly inspect and analyze the various tasks completed by universities.

Scientific management: 1) Adopting scientific educational management methods for management, avoiding relying on intuition for management. 2) When selecting the best candidate for a job, education managers should first provide sufficient and effective training to that candidate. 3) After the training, the candidate will be effectively evaluated through scientific methods to determine their work ability. 4) After the candidate enters the workflow, the manager should provide timely work supervision. 5) Education managers must provide strict work guidance and effective incentive measures to employees to ensure that they can complete their work in accordance with regulations and standard procedures.

Interpersonal relationship theory: 1) When implementing management measures to better complete work, educational managers must pay attention to the important influence of interpersonal relationships. 2) Cultivate and create a good interpersonal environment among faculty and staff. 3) Education managers should encourage the formation of good interpersonal relationships between faculty and staff, as well as between faculty and managers. 4) Through teamwork, we aim to help establish a good overall work collaboration model among faculty and staff, in order to better complete work. 5) Education managers regularly organize symposiums and exchange meetings to enhance employees' level of harmony and sense of security accepted by the group.

Hypothesis testing

The Pierre correlation between humanistic management and educational management analyzed the specific variables of humanistic management and educational management at Peking University, and found that humanistic management has a significant correlation with educational management. Statistical data shows a strong positive correlation between the two. The relationship between humanistic management and educational management is at the highest level, followed by people-oriented management, and the lowest level variable is student needs.

Pearson correlation between humanistic management and high performance.

Through the analysis of the variables of humanistic management and high performance, we found a significant correlation between the variables of humanistic management and high performance. Statistical data shows a strong positive correlation between the two. Between people-oriented management and high performance, the highest level is student needs, followed by people-oriented management, and the lowest level is the creation of students main. with statistically significant at .01 level.

Pearson correlation between humanistic management and school effectiveness

Through the analysis of the variables of humanistic management and school effectiveness, it was found that there is a significant correlation between the variables of humanistic management and school effectiveness, and statistical data shows a very strong positive correlation between the two. Between humanistic management and school effectiveness, the highest level is students main, followed by people-oriented management, and the lowest level is to create human nature management. with statistically significant at .01 level.

Pearson correlation between humanistic management and school quality management

Through the analysis of the variables of humanistic management and school quality management, it was found that there is a significant correlation between the

variables of humanistic management and school quality management. Statistical data shows a strong positive correlation between the two. Between humanistic management and school quality management, the highest level is human nature management, followed by students main, and the lowest level is student needs. with statistically significant at .01 level.

Pearson correlation between humanistic management and scientific management

Through the analysis of the variables of humanistic management and scientific management, it was found that there is a significant correlation between the variables of humanistic management and scientific management, and statistical data shows a strong positive correlation between the two. Between humanistic management and scientific management, the highest level is students main, followed by human nature management, and the lowest level is student needs with statistically significant at .01 level.

Pearson correlation between humanistic management and interpersonal relationship theory

Through the analysis of the variables of humanistic management and interpersonal relationship theory, it was found that there is a significant correlation between the variables of humanistic management and interpersonal relationship theory. Statistical data shows a strong positive correlation between the two. At the highest level between humanistic management and interpersonal relationship theory people-oriented management, followed by human nature management, with the lowest level being student needs with statistically significant at .01 level.

Pearson correlation between humanistic management and educational management

According to the third research objective, through a survey of the current situation of humanistic and educational management at Peking University, combined with data analysis results, we found that humanistic management has a significant impact on Peking University's educational management. There is a strong positive correlation between people-oriented management, human nature management, students main, and student needs. In the future, Peking University can continue to

improve the level of these four aspects while maintaining its current level of development, in order to further optimize the development level of Peking University's education management.

Discussion

This study aims to discover and improve the level of humanistic management and educational management at Peking University, which is of great significance for shaping a good educational environment and working atmosphere, and improving the efficiency of educational management. Based on the third research objective, this study explores in detail four variables that affect education management at Peking University: people-oriented management, humanistic management, students main, and student needs. The above variables are analyzed for mean and standard deviation. The study found that the common average value of people-oriented management, humanistic management, students main, and student needs is at a high level, and there is still room for further optimization of Peking University's humanistic management policy while maintaining the current situation.

Humanistic management

The research results show that the humanistic management model has a positive correlation effect on the scientific construction of education management, which is consistent with previous research hypotheses and conclusions. The research results indicate that among the various variables of humanistic management, humanistic management has the greatest impact on the scientific construction of education management, followed by people-oriented management, and the lowest level is student needs. From this research result, it can be seen that Peking University's humanistic management level is at a high level. The main reasons are as follows: 1) As the first modern university in China, Peking University was established during the most difficult war years. The social reality and the development trend of China at that time stipulated that Peking University's function was to cultivate high-level talents in order to save the unfavorable trend of China's development. 2) Peking University, as the birthplace of the "May Fourth New Culture Movement" in

modern China, was the birthplace and fusion of the most advanced ideas in China. As early as 120 years ago, Chinese people realized that the backwardness of China was mainly due to the backwardness of people's ideological understanding. Therefore, scholars at that time were committed to transforming people's ideological culture. Since entering modern society, the concept of people-oriented management was first established and advocated at Peking University. The managers, faculty, and students of Peking University, as the main inheritors of this concept, have led to the current high level of humanistic management at Peking University, which is a reasonable situation.

In the variable of people-oriented management, the research results show that educational management activities at Peking University help stimulate people's intrinsic potential and achieve the highest score. This result is related to the theory pointed out in the literature review that educational management activities in the new era and various human social organizations must re understand the relationship between people and society, the relationship between people and the world, and the relationship between people, in order to better serve people, It can be seen that re understanding the essential role of human beings has important social significance.

Peking University needs to further strengthen its adherence to the concept of putting people-oriented, implement educational management strategies, and solve problems encountered in the process of educational management. By implementing effective policies, strengthen the implementation of the people-oriented concept in the education management process of Peking University.

In the variable of human nature management, the research results show that human nature management has a positive impact on educational management activities at Peking University, and the highest score was obtained. This result is consistent with the fact that the service subject of educational management work is human, and it is necessary to follow the basic laws of human nature for management in the basic organization of human society, as pointed out in the literature review of this study, Especially in the field of educational management, following the principles of human nature can enhance students' sense of identity and cohesion towards universities and managers, which is interrelated. It can be seen

that human nature management plays an important practical role in humanistic management.

Peking University needs to further focus on the core position of human nature in the process of educational management, follow the laws of human nature to carry out educational management activities, and avoid relying solely on administrative systems to implement mandatory management behaviors. Education managers can only achieve better results by carrying out educational management activities on the basis of conforming to human nature.

In the variable of students main, The research results show that universities receive the highest score for students who fully pay attention to and respect the person as the main body. This result is related to the concept pointed out in the literature review that students are the main body of educational management services and the core subject in the entire process of educational management work. It is clear that educational management activities are the consciousness of serving students as the main body, which can improve the effectiveness and efficiency of educational management work. At the same time, the survey results show that Peking University has reached a high level of work in the direction of student centered management.

Peking University needs to further strengthen the close integration of personnel, event, and item management, and adhere to the management of students as the core in the management of the three. This requires education managers to further attach importance to the important role and core position of students in the education management process, strengthen the ideological consciousness of student-centered and adhering to serving students, and improve the university's education management policies at any time according to changes in students' situations.

In the variable of student needs, the research results show that schools fully value the reasonable needs of students and obtain the highest score. This result is consistent with the literature review in this study, which pointed out that universities regard the actual needs and development of students as the main service consciousness of education management work, which can consolidate the

pertinence of education management work and enhance the compatibility with students' actual needs, The concept of improving students' practical sense of achievement is interrelated. At the same time, the survey results show that Peking University's work in the direction of student needs in humanistic management is already at a high level.

In the variable of student needs, Peking University needs to implement effective administrative mechanisms to meet the actual needs of students. In addition to paying attention to the actual needs of students in the daily education management process, especially when the university and students face sudden or unpredictable difficulties, the university can know and provide solutions to problems in the first place, and further help students solve difficulties and meet their reasonable needs.

Educational management

The research results show that the majority of respondents have a relatively consistent view on the current development status of education management at Peking University, which means that the five variables we designed for education management: high performance, school effectiveness, school quality management, scientific management, interpersonal relationship theory, which have very important factors in the level of consistency.

The research results are completely consistent with the research hypothesis. The research results indicate that school effectiveness is the most affected by humanistic management, followed by high performance, and interpersonal relationship theory is the least affected. This study has further optimized the educational management level of Peking University

In the variable of high performance, Peking University needs to further strengthen the ability of faculty members to independently arrange work content and make work decisions. The university empowers faculty members with sufficient power and ability to independently arrange work, which is more conducive to their familiarity with work content and improvement of work methods, and therefore more conducive to improving work efficiency.

In the variable of high performance, the research results show that staff at all levels in universities receive the highest score for their clear and clear job functions and goals. This result is consistent with the core of the high performance theory pointed out in the literature review, which is to empower staff to make decisions through decentralization. This theory no longer emphasizes top-down hierarchical systems and detailed operational processes, The key factor for effective leadership is the interconnected concept of closely connecting staff to achieve expected goals through loose management practices. At the same time, the survey results show that Peking University has reached a high level of practical work in the field of in high performance in educational management.

In the variable of school effectiveness, Peking University needs to further strengthen the level of rational and sufficient use of existing educational resources. This not only includes further strengthening connections and cooperation with other universities around the world through various modern technological means in the information society, but also requires education managers to fully tap into the abilities and future potential of university teachers, alumni, and partners, so that they can make more reasonable and full use of existing educational resources through cooperation with Peking University, thereby improving its educational management level and social influence.

In the variable of school effectiveness, the research results show that universities have played an effective role in promoting social development in the process of achieving educational goals, and the highest score is obtained. This result is consistent with the core of the school effectiveness theory pointed out in the literature review that universities make reasonable use of educational resources to achieve educational goals and continuously meet other requirements within the education system, Furthermore, the concept of the corresponding development of universities, their members, and society is interrelated. At the same time, the survey results show that Peking University has reached a high level of practical work in the field of educational management in the field of school effectiveness theory.

In the variable of school quality management, Peking University needs to further strengthen the monitoring of school quality management, strengthen the

quality awareness of university faculty through staff training conferences, international conferences, and other means, and reflect this quality awareness in daily teaching and work. Peking University needs to further strengthen the design, inspection, and monitoring of the processes and results of various university work to ensure that the university has a high level of school quality management.

In the variable of school quality management, research results show that universities obtain the highest score for timely inspection and analysis of the results of completing various tasks. This result is consistent with the literature review in this study, which pointed out that school quality management is based on strengthening the quality awareness of faculty and staff, using scientific methods and methods to design, implement, and evaluate the various work processes and results of universities. The concept of inspection and analysis to achieve a higher level of activity is interrelated. At the same time, the survey results show that Peking University has reached a high level of practical work in the field of educational management in the field of school quality management theory.

In the variable of scientific management, Peking University needs to further strengthen the use of scientific methods to determine the best method for educational management work. However, due to the special position of Peking University in the field of humanities in China and the unique nature of Peking University's education in China, researchers believe that Peking University's education managers do not have to worry too much about the implementation of scientific management. Because the standardized procedures and management methods of input and output budgets do not adapt to the characteristics of Peking University. So researchers believe that Peking University can appropriately refer to the concept of scientific management and practical policies.

In the variable of scientific management, the research results show that schools ensure that faculty and staff can complete a task according to standards and procedures to achieve the highest score through supervision, rigorous guidance, and incentive systems. This result is consistent with the fundamental significance of scientific management pointed out in the literature review of this study, which is to use scientific methods to determine the best way to engage in a job. Taylor

proposed four principles for scientific management: firstly, to eliminate the intuitive and experiential approach in organizational work and replace it with a scientific approach based on observation and analysis, in order to obtain the best management method for the optimal input-output ratio; Secondly, scientifically selecting the best candidate for a job and providing comprehensive training on the tasks and procedures to be performed; The third is to ensure that employees complete their work in accordance with prescribed standards and procedures through supervision, rigorous guidance, and incentive systems; The fourth is to distinguish the work of managers and staff, so that managers take on the responsibility of planning, preparation, and supervision. This concept is interrelated. At the same time, the survey results show that Peking University has reached a high level of practical work in the field of scientific management theory in education management.

In the variable of interpersonal relationship theory, Peking University needs to further strengthen the work enthusiasm of its faculty and staff, shape harmonious interpersonal relationships among the faculty and staff, strengthen attention and care for each employee, and make employees have a greater sense of belonging and responsibility towards the university. At the same time, building a distinctive teaching team is not only beneficial for improving the teaching and educational management level of universities, but also for enhancing the overall concept and sense of achievement of faculty and staff. With good interpersonal relationships, faculty and staff can obtain harmonious interpersonal relationships and a safe working environment, the efficiency of educational management and teaching will definitely be greatly improved.

In the variable of interpersonal relationship theory, research results show that overall collaboration among employees helps to better complete work tasks and achieve the highest score. The interpersonal relationship theory views people as social beings, i.e. members of complex social systems, rather than mechanical animals. Therefore, human behavior is not only influenced by physical and physiological factors, but more importantly, by social and psychological factors. This theory believes that changes in physical conditions such as working conditions and

wages are not the first factors that affect production efficiency. The level of production efficiency mainly depends on the morale of employees themselves, which in turn comes from harmonious relationships between people. When employees realize that they are an important existence and therefore have a sense of belonging, this awareness fosters their overall mindset, a sense of achievement, and a sense of completing tasks. This is something that employees have never achieved in their past work, and it is precisely this human factor that has led to an increase in labor productivity. Among the factors that determine employee work efficiency, the harmony and sense of security that employees are accepted by the group play a more important role than incentive wages. This research result is interrelated with the above concepts pointed out in the literature review of this study. At the same time, the survey results show that Peking University has reached a high level of practical work in the field of interpersonal relationship theory in education management.

Correlation

The conclusion of this study is that the humanistic management model has a positive and relevant impact on the scientific construction of education management, such as Wang Diaojiang's "Reflections on Humanistic Care in College Student Education Management". The results indicate that there is a significant positive correlation between humanistic management and educational management, with significance at the level of .01. In addition, this conclusion is consistent with the research conclusion of Duan Weilong's "Corporate Culture and Humanistic Management", which indicates a significant positive correlation between humanistic management and educational management.

Recommendations

Recommendation for this study

The level of humanistic management and educational management at Peking University is consistent, and there is a strong positive correlation between humanistic management and educational management. If Peking University hopes to further improve its educational management level, it can further focus on measures

such as people-oriented management, human nature management, students main, student needs.

1. In terms of people-oriented management, the survey results show that the lowest scoring is "universities can adhere to the guiding ideology of people-oriented management in educational management activities." This indicates that although universities recognize that people-oriented management is the core strategy, they cannot fully implement this concept in specific implementation. Therefore, the suggestion of the researchers is to establish an effective management system to ensure the implementation of the people-oriented concept, and to encourage more faculty and staff to participate in school governance activities through the establishment of seminars and voting.

2. In terms of human nature management, the survey results show that the school with the lowest score emphasizes the core position of human nature in the process of educational management activities. This indicates that there is a situation of neglecting human nature characteristics in the educational management behavior of Peking University. Although universities recognize that human nature characteristics can have a positive impact in educational management activities, they have not yet realized the important significance of human nature management in promoting educational management. On the one hand, universities need to strengthen the scientific construction of human nature management, and on the other hand, they also need to find effective and reasonable strategies to implement human nature management.

3. In terms of students main, the survey results show that the lowest scoring is "universities are able to closely integrate the management of people, things, and things, and can achieve the management of students as the main body in the management of the three". This indicates that there is a situation of neglecting students as the core subject of education management in Peking University's education management behavior, and it is necessary to shift the emphasis on objects and events to the emphasis on students. In terms of valuing students as the management subject, we cannot ignore the management of events and items, but

we must clarify that the core purpose of managing events and items is to serve the management subject centered around students.

4. In terms of student needs, the survey results show that the one with the lowest score is "when facing various unpredictable difficulties, students' actual needs can always be met first", indicating that there is a situation in Peking University's educational management behavior where students' actual needs are not valued at critical moments. To solve this problem, it is first necessary to strengthen the service awareness of universities and the positioning of the role of service providers. Due to China's special cultural tradition, although people generally recognize that the core of management behavior is empowerment, motivation, control, and achievement, in management practice activities, people often only focus on control and neglect the other three core goals. The solution to this problem requires a gradual change in the inherent beliefs of managers through long-term education. Shaping new cultural traditions requires a lot of time and widespread recognition and implementation by society. With the gradual enhancement of the world consciousness of the new generation of Chinese people and the decrease in the number of new born people in China, the student population in China will show a decreasing trend, This means that more students' actual needs will be paid attention to and addressed by education managers.

Recommendation for future research

This study believes that the humanistic management model directly affects the level and effectiveness of educational management, and has very important practical significance for the development of universities, teachers, and students. Due to the fact that the humanistic management model belongs to a direction of the development of humanistic characteristics, as a non quantitative research variable, humanistic characteristics involve many deep-seated issues of the special biological group of "people". It must be pointed out that this study is only based on the author's cognitive understanding, knowledge level, and research ability. Therefore, the author believes that future related research can be further studied through the following two aspects:

1. In terms of research methods, the scope of data collection can be further expanded and the impact relationships between research variables can be refined. This study is limited to conducting research and analysis on Peking University, and future researchers can also conduct research and analysis on other universities in China or around the world.

2. As mentioned in the background introduction of this study, educational management is a relatively short-lived discipline. With the development and gradual deepening of research in the field of educational management, future scholars may discover new research theories, establish new research fields and directions in the field of educational management, which will provide very important guidance for the theoretical construction and behavioral practice of educational management.

3. If qualitative analysis is used as a research method, future research can design more detailed survey questionnaires, obtain more detailed information through interviews with university managers and students, and compare and analyze this information with the educational management level of universities in China and other countries.

4. People oriented management: Regarding further research on this variable in the future, the author believes that the conceptual scope of the people-oriented concept can be expanded, more relevant literature can be collected worldwide, and innovative research directions and survey methods can be determined to clarify the scope and degree of change of this concept.

5. Human nature management: Regarding further research on this variable in the future, the author believes that more in-depth exploration of human nature management theory should be conducted, and the basic concepts and theoretical scope of this theory should be further improved in educational management practice. The impact relationship between human nature management and educational management should be explored on a broader scale.

6. Students main: Regarding further research on this variable in the future, the author believes that the first step is to develop more detailed and clear survey questions to understand the scope and significance of students main from a more diverse perspective, as well as its impact on educational management levels. At the

same time, in order to further understand the actual development level of students main in the process of university education management and the degree of importance attached to it by education managers, the author believes that structured interviews can be used to conduct more targeted surveys and interviews on the actual situation of students main. Compared to the questionnaire survey method, the author believes that private dialogue interviews are more conducive to students expressing their true self thoughts.

7. Student needs: For further research on this variable in the future, the author believes that the first step is to develop more detailed and clear survey questions to understand the actual situation of students' needs from a more diverse perspective, as well as its impact on the level of education management. At the same time, in order to further understand the actual situation of whether students' needs have been met in the process of university education management and the degree of attention that education managers attach to it, the author believes that structured interviews can be used to conduct more targeted surveys and interviews on the actual situation of students' needs. Compared to the questionnaire survey method, the author believes that private dialogue interviews are more conducive to students expressing their true needs.

8. High Performance: Regarding further research on this variable in the future, the author believes that the first step should be to develop more detailed and clear survey questions, to understand the definition of high performance and its role in educational management practices from a more diverse perspective. The key to the theory of high performance lies in empowering faculty members through management, enabling them to make independent decisions and complete tasks. Due to the characteristics of this theory, the author believes that more targeted questions can be designed in future research, and more targeted data collection can be conducted through research methods such as interviews and observations.

9. School effectiveness: Regarding further research on this variable in the future, the author believes that more detailed and clear survey questions should be developed to understand the definition of school effectiveness and its role in educational management practices from a more diverse perspective. The key to the

theory of school effectiveness lies in the rational utilization of educational resources by schools to achieve educational goals, and in the process of achieving educational goals, to enable faculty, students, and society to achieve corresponding development. Due to the characteristics of this theory, the author believes that in future research, more targeted questions can be designed to expand the scope of data collection. In addition to personnel within the school, surveys can be conducted with parents, employers, and others. Simultaneously evaluate the relevant indicators of social development level to measure the specific role and effectiveness of school effectiveness in social practice.

10. School quality management: Regarding further research on this variable in the future, the author believes that scientific methods should be used to monitor and control the various work processes and results of universities from a more diverse perspective, based on continuously strengthening the quality awareness of university faculty. The key to the theory of school quality management is that schools achieve educational goals by strengthening the quality awareness of faculty and effectively monitoring work quality. Due to the characteristics of this theory, the author believes that in future research, more targeted and effective training can be designed to strengthen the quality awareness of faculty. At the same time, universities can design various quality inspection tools that conform to scientific principles, and effectively use these quality inspection tools to better grasp the current situation of school quality management, thereby providing objective data for education managers to propose targeted reform measures.

11. Scientific management: Regarding further research on this variable in the future, the author believes that full attention should be paid to the membership of complex social systems and the impact of social psychological factors on individuals themselves. In further research on interpersonal relationship theory in the future, scholars can design detailed interview questions to understand the degree of belonging of faculty towards universities, and use systematic methods to specifically examine the degree of differences in university belonging among different faculty members, and specifically analyze the reasons for this degree of difference. Another noteworthy point is that future researchers can examine whether the optimization of

interpersonal relationships not only leads to an improvement in educational management efficiency, but also has a positive impact on individual faculty members. What are the main aspects of this positive impact? What is the specific degree of impact, and so on. These issues have value and significance for further research and revelation in future research.

The future research directions of these theories listed by the above author will help deepen the exploration of the impact of humanistic management on education management, promote the further development of the current situation of education management by improving the level of humanistic management, and provide useful support and guidance for higher education institutions in China and the world.

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Appendices

Appendix A
Questionnaire

Section A: Employee's Background

1. Gender

- Male Female

2. Age

- Below 25 years old 26-35 years old
 36-45 years old 46-55 years old
 56 years above

3. Education background

- Below bachelor's degree Bachelor's degree
 Master's degree Doctor's degree

4. Working years

- less than 1 year 1 – 3 years
 4-6years 7-10years
 more than 10years

5. Departments

- Personnel Management Office Teacher Development Office
 Office of Teacher Ethics Construction
 Office of Teacher Resource Management
 Talent Office Development training Office
 Payroll and Benefits Office Social Security Office
 General office Records Management Office
 Postdoctoral Management Office
 Office of the Faculty Ethics and Discipline Committee

Section B: Humanistic Management

Please choose the importance of humanistic management according to your actual situation Please tick () in the chose in box. The rating scores: 1= strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree.

	Items	5	4	3	2	1
people-oriented management						
1	In the educational management activities, universities can adhere to the people-oriented guiding ideology					
2	"Human" is always at the center of educational management activities in universities					
3	Universities can pay attention to meet the reasonable needs of individuals when conducting educational management behaviors					
4	Educational management activities in university help to stimulate people's inner potential					
5	University educational management activities can fully mobilize people's initiative					
6	Universities can follow the concept of putting people first to solve problems encountered in educational management					
7	Universities attach great importance to the development of human resources, with a focus on improving the abilities and potential of faculty and staff					
8	The implementation of a people-oriented cultural strategy in universities has created a harmonious, innovative, and united environment within the organization					

	Items	5	4	3	2	1
9	Universities attach great importance to improving the level of education management by cultivating professional and skilled personnel					
10	Universities attach great importance to cultivating the comprehensive and systematic ability of faculty to view and analyze problems, and actively encourage them to apply it to teaching practice					
Human nature management						
1	In the process of educational management, universities can consider problems from the perspective of human nature					
2	Universities can pay attention to the core position of human nature in the process of educational management					
3	Universities can adjust their educational management strategies in time according to the law of human development					
4	Human nature management has a positive effect on university educational management activities					
5	The university realizes that human nature management has the flexible characteristic which is different from organization management and can be applied to educational management practice					
6	Universities can follow the concept of human nature management to solve problems encountered in educational management					
7	The implementation of human nature management measures in universities can stimulate the subjective initiative of faculty and staff					

	Items	5	4	3	2	1
8	The human nature measures implemented by universities fully reflect the humanistic care of educational managers					
9	Universities focus on implementing management methods that follow human characteristics to provide opportunities for growth and development for faculty and staff					
10	University managers have a sense of equality and full respect for employees when managing them					
Students main						
1	Universities fully recognize that students are the main body of educational management activities					
2	Universities can closely combine the management of people, events and goods, and take the management of students as the main management subject in the management of the three					
3	The university pays full attention to and respects the students as subjects					
4	Universities are well equipped to meet the legitimate needs of students					
5	The educational management behavior of university can mobilize students' personal enthusiasm					
6	Always focus on students' specific work during teacher teaching and student learning processes					
7	Teachers pay more attention to guiding students to actively learn while explaining knowledge					
8	Teachers value the importance of student					

	Items	5	4	3	2	1
	participation in the teaching process					
9	Teachers value the psychological feelings of students in the teaching process					
10	Teachers recognize that each student is a unique individual, respect and correctly guide each student's different development directions					
Student needs						
1	Universities can fully address the legitimate needs of students					
2	The university regards the overall development of students as an important goal of its development					
3	Universities can fully fulfill the legitimate needs of students in a way that is responsive to human nature					
4	The university can solve the urgent, difficult, anxious and hopeful problems faced by students in time					
5	In the face of all kinds of unpredictable difficulties, students' actual needs can always be met first					
6	Among the numerous needs, schools are able to identify the most important needs of students					
7	Universities can meet the needs of students to improve their knowledge application abilities					
8	Universities can meet students' basic physiological needs					
9	Universities can meet students' personal safety needs					
10	Universities can meet students' needs in curriculum design					

Section C: Education Management

Please choose the importance of education management according to your

actual situation. Please tick (√) in the selected box rating scores: 1= strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.

	Items	5	4	3	2	1
High Performance						
1	University staff at all levels are clear about their work functions and work objectives					
2	University leaders fully delegate power to their staff					
3	The way university leaders are managed is through invisible and loose form					
4	Employees can arrange their own work content and make their own decisions					
5	Faculty and staff do not need to follow a top-down hierarchical system to complete work					
6	Faculty and staff do not need to follow fixed operating procedures to complete work					
7	Faculty and staff can make work decisions independently without approval					
8	Universities do not rely on regulations to implement control by establishing relationships with faculty and staff					
9	Higher education management behavior can draw inspiration from efficient business organization management practices					
10	The application of high Performance theory in higher education management activities can achieve measurable work results					
School effectiveness						
1	Universities can make reasonable and full use of					

	Items	5	4	3	2	1
	available educational resources					
2	Universities can fully achieve their educational goals by relying on existing educational resources					
3	The university can constantly meet the needs of other aspects of the system					
4	The university and its internal members can be effectively developed in the course of educational activities					
5	Universities have played an effective role in promoting social development in the process of realizing educational goals					
6	The process of achieving educational goals in universities is clear and clear					
7	High degree of alignment between the goals set by universities and their functions					
8	Universities have a guiding role in students' future achievements					
9	Universities achieve greater personal achievements for students than students themselves expect					
10	The future development of students has a positive impact on the value output of universities					
School Quality management						
1	The university has taken measures to continuously enhance the quality awareness of its staff					
2	The university uses scientific methods to evaluate the quality control status of the school					
3	The university has designed and implemented the process of each work					
4	The university will check and analyze the results of the work in a timely manner					

	Items	5	4	3	2	1
5	The current management measures adopted by the university enable the university to achieve a higher level of educational management					
6	The quality management behavior implemented by universities can ensure the realization of the basic tasks of the university					
7	The quality management behavior implemented by universities can meet the needs of society					
8	The quality management measures of universities ensure the effectiveness of education investment					
9	Quality management in universities provides objective criteria for evaluating university work					
10	The objectives of quality management in universities have diverse characteristics					
Scientific management						
1	Universities can use scientific methods to determine the best way to educational management					
2	Universities can obtain the optimal ratio of input to output in educational management activities through scientific methods of observation and analysis					
3	Universities use scientific methods to select the best candidates for the specific tasks of educational administration					
4	The university and its internal members can be effectively developed in the course of educational activities					
5	The university ensures compliance with standards and procedures through supervision, close					

	Items	5	4	3	2	1
	guidance and incentive systems					
6	The implementation of scientific management theory in educational management behavior has improved the labor productivity of faculty and staff					
7	Standardized management is implemented at all stages of university education management activities					
8	Universities have encouraged breaking quotas and established a role model system					
9	Universities implement a differential piece rate wage system					
10	Education managers and faculty shift their focus from allocating surplus resources to increasing surplus resources					
Interpersonal relationship theory						
1	As a member of a complex social system, man is affected by social psychological factors					
2	The efficiency of educational management is mainly affected by the morale of employees themselves					
3	The morale of employees comes from the harmonious relationship between people					
4	The overall collaboration among employees helps to better complete the task					
5	The harmony and sense of security of being accepted by the group play a decisive role in the work efficiency of employees					
6	The efficiency of education managers mainly depends on the level of attention they receive					

	Items	5	4	3	2	1
7	Group behavior has a significant impact on individual behavior and work efficiency					
8	Education managers need to strengthen the role of formal groups while also emphasizing the role of informal groups to improve their education management level					
9	Education managers recognize that human behavior has illogical and complex characteristics					
10	Social psychological factors, economic factors, and physiological factors jointly affect the labor productivity of education managers					

Section D: Suggestion

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Appendix B
Letter of Permission

许可书

北京大学同意曼松德昭帕亚皇家师范大学 (Bansomdejchaopraya Rajabhat University) 博士研究生路凌霄同学在本校进行关于教育管理人文特性发展的指导思想研究的问卷调查。



Letter of Permission

Peking University has agreed that Lingxiao Lu, a doctoral candidate from Bansomdejchaopraya Rajabhat University, will conduct a questionnaire survey on the guiding ideology of humanistic characteristics of educational management in Peking University.



Appendix C

Index of item-objective Congruence (IOC)

IOC	excepts										
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	IOC
Q94	1	1	1	1	1	1	1	1	1	1	1
Q95	1	1	1	1	1	1	1	1	1	1	1

* In the table, "Q1" mean is "question 1" in questionnaire; "E1" mean is "the first expert".

Total E1: $95/95=1$

Total E2: $88/95=0.926$

Total E3: $90/95=0.947$

Total E4: $87/95=0.916$

Total E5: $89/95=0.937$

Total E6: $90/95=0.947$

Total E7: $90/95=0.947$

Total E8: $91/95=0.958$

Total E9: $89/95=0.937$

Total E10: $95/95=1$

Total all: $(1+0.926+0.947+0.916+0.937+0.947+0.947+0.958+0.937+1)/10=0.9515$

Introduction by ten experts

Name	Gender	Professional title	Research Interests
Sun Tong	Male	Associate Professor	Organizational behavior, Industrial Economics, Human Resource Management
Xing Xiuping	Female	Professor	Financial management, Risk Investment management, Financial management
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Liang yongtao	Male	Professor	Education Administration
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Ma zhiyang	Male	Professor	Education Administration
Chen xiuzhuo	Male	Professor	Education Administration

Appendix D
Certificate of English



This is to certify that

Mr. Lu Lingxiao

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 9th August 2022

A handwritten signature in blue ink, appearing to read 'K. S. Aphiratvoradej', is positioned below the date.

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix E

The Document for Acceptance Research

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Acceptance Letter

Dear Author(s): **Lu Lingxiao , Niran Sutheeniran, Nonnathi Dulyadaweesid, Sarayuth Sethakhajorn, Patchara Dechhome**

Paper ID	JPT_229
Paper Title	Guidelines to development of humanistic characteristics of educational management in Peking university

This is to enlighten you that the above manuscript was reviewed and appraised by the review committee members of the **IFERP** and it is accepted for the purpose of publication in the “**Journal of Propulsion Technology**”.

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